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ABSTRACT

Seventeen instruments were used to provide the answers to the design and evaluation questions for the 1979-80 ESEA Title I regular program in the Austin (Texas) Independent School District. In the final technical report, a separate appendix for each instrument includes a description of its purpose, procedure, and results as related to specific design and evaluation questions. Also included where appropriate are relevant communications, instructions, and statistical data, often in computer printout form. In each section, a one-page summary briefly describes the instrument, to and by whom it was administered, how often and under what conditions, when and where, the administrator's training, any testing problems, and the availability of reliability, validity, and norm data. The instruments are the: Peabody Picture Vocabulary Test; Test of Basic Experiences; Boehm Test of Basic Concepts; Metropolitan Readiness Test; California Achievement Tests; Iowa Tests of Basic Skills; Early Childhood Observation Form; Title I Teacher Records; Extended Day Informal Observations; Title I Teacher Questionnaire; Interviews of Parents Receiving Training; 1978-79 and 1979-80 Nine-Week Reports; Nonpublic and Neglected and Delinquent Nine-Week Reports; Extended Day Attendance Form; Parent Advisory Council (PAC) Records; and PAC Planning Form. (SB)

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ED190327

OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

U S DEPARTMENT OF HEALTH,
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FINAL TECHNICAL REPORT

ESEA Title I Regular Program 1979-80

June 30, 1980

Approved:

Freda M. Holley
Freda M. Holley, Ph.D.

Publication No. 79.23

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ESEA Title I

Appendix A

PEABODY PICTURE VOCABULARY TEST

Instrument Description: Peabody Picture Vocabulary Test (PPVT)

Brief description of the instrument:

The Peabody Picture Vocabulary Test (PPVT) is a standardized vocabulary test which provides an estimate of the subjects verbal ability. A Spanish version without norms or statistical data was obtained from the McAllen I.S.D. and was given to students who received their Happy Talk instruction in Spanish.

To whom was the instrument administered?

To Happy Talk participants as pre- and posttests.

How many times was the instrument administered?

Twice. Some students were retested with Form B at posttest when the administrations by one tester were invalidated.

When was the instrument administered?

October, 1979, and April and May, 1980.

Where was the instrument administered?

In the Happy Talk participants' homes.

Who administered the instrument?

Title I Evaluation assistants from ORE and a temporary bilingual tester hired specifically for PPVT testing.

What training did the administrators have?

All testers were provided instructions in the administration procedures of the PPVT, and practice in administration.

Was the instrument administered under standardized conditions?

To the extent possible in the participant's home. One tester violated the standardization procedures. Her tests were invalidated and the students she had already tested were given Form B by other testers.

Were there problems with the instrument or the administration that might affect the validity of the data?

None that are known.

Who developed the instrument?

Lloyd M. Dunn, Ph.D.

What reliability and validity data are available on the instrument?

Alternates form reliability, concurrent and predictive validity are available.

Are there norm data available for interpreting the results?

Yes, for the English version.

PEABODY PICTURE VOCABULARY TEST

Purpose

Results of the English and Spanish versions of the Peabody Picture Vocabulary Test (PPVT) were used to answer the following decision and evaluation questions from the Title I Evaluation Design for 1979-80:

> Decision Question D4: What direction should Title I's efforts in Early Childhood Eduation take?
>
> > Evaluation Question D4-1: Were the objectives of the Early Childhood and Happy Talk Component met?
> >
> > Happy Talk participants will demonstrate a significantly higher vocabulary achievement level than a control group of nonparticipants, as measured by pre- and post-administrations of the Peabody Picture Vocabulary Test ($p \leq .05$ level of significance).
> >
> > On the average, Happy Talk participants will gain 10 standard score points from pre- to posttesting with the Peabody Picture Vocabulary Test.
> >
> > Evaluation Question D4-3: How do Title I Happy Talk and Early Childhood Program participants compare in their achievement gain from November to April as measured by the PPVT?
> >
> > Evaluation Question D4-4: What were the per-pupil costs of the Happy Talk and Early Childhood Programs?

The PPVT was also used in partial fulfillment of Information Needs I7 and I8 for the Annual Program Documentation:

Information Need I7: For each grade served by an instructional component, what was the average gain from pre to post?

Information Need I8: Did the Title I program meet its objectives?

Procedure

The Peabody Picture Vocabulary Test (PPVT) was administered to all participants in the Title I Happy Talk program and to ten randomly selected students in each Title I early childhood class. The Spanish version of the PPVT was used in testing Spanish-dominant children. Information concerning this version may be found in the Final Technical Report, ESEA Title I Regular Program, publication number 78.61.

Two groups of students were associated with the Happy Talk program. One group (the experimental group) received the lesson provided by Happy Talk. The other group (the control group) was pre and posttested but did not receive any lessons. Attachments A-1 through A-3 outline the procedures used to assign students to the experimental and control groups. In summary, students were randomly assigned to conditions so that there were 75 experimentals and 40 controls. The only planned exception to that rule was that previous participants (or controls) were assigned to the experimental group.

One unplanned variation did occur, however, On October 17, 1979, Jon Curtis, David Doss, and Frank Campos (Happy Talk coordinator) met to assign students to the treatment and control groups. When the assignment was completed, Frank Campos had a list of assignments typed and sent a copy to ORE as agreed upon at the meeting (see Attachment A-3). Shortly thereafter another list was received by ORE. The second roster was not identical to the first. It appeared that nine students had been moved from the experimental to the control group and vice versa. The explanation given for the moves was that they resulted from errors in typing the rosters. The program staff was asked to correct the assignments but refused.

Two interesting aspects of the changes of assignment, however, make the likelihood that they were the result of chance typing errors very small. First, *six of the nine children who moved from control to experimental status were students of one of the three community representatives. The other aspect is that the changes did not appear to occur independently of the ethnic background of the students.* Of the students who moved from experimental to control status, three had Spanish surnames, six did not. Of the students who became experimentals, seven had Spanish surnames, 2 did not. As Attachment A-4 shows, the odds of such a change occurring by chance error alone is very small. It appears likely that one of the community representatives decided to ignore the random assignment results and choose for herself which students she wanted to serve. Such changes, however, appear to have meant that the limited resources of the Happy Talk program were dispensed in a discriminatory manner and that the deviation from random assignment casts some measure of doubt upon the validity of the conclusions of this evaluation.

The testing of the Happy Talk students was done in their homes by Title I evaluation assistants and by a Spanish-speaking consultant. Each tester scored the tests she had administered. These were double-checked by the other testers for valid basals, ceilings, and scores. The test results were transferred to coding sheets and keypunched for processing.

The other students to be tested with the PPVT were a sample of participants in the Title I pre-kindergarten program (see Attachment A-5). These students were randomly selected and tested, in their schools, by a Title I evaluation assistant and the consultant hired to help with Peabody testing. The data checking procedures described above were also used for these tests.

The posttesting generally followed the same procedures as the pretesting. However, one major difference occurred. After one of the testers had administered 23 posttests, program staff reported to the project evaluator that some of them had been improperly administered. Discussion between the evaluator and the tester revealed that she had deviated significantly from the standardized procedure in administering five tests. Even though the errors had not occurred in all of her testing, it was decided to invalidate all of her posttests and to retest the students with Form B of the PPVT (all other testing was done with Form A). The analyses in Attachment A-6 show that the five administrations were indeed in error; however, the students scores were not lower but higher as a result of the deviation. The analyses showed that when the 23 invalidated Form A tests were compared with their Form B replacements, the results were in favor of the invalidiated Form A tests (Form A mean = 90.6, Form B mean = 84.8, p = .06). However, when the five invalid tests were removed, the borderline significant difference becomes clearly nonsignificant (Form A mean = 93.2, Form B mean = 89.6, p = .31).

One final comment must be made regarding the evaluation of the Happy Talk Program. At the close of the program, evaluation staff learned that one of the students served by Happy Talk resided outside of the eligible attendance areas and was the child of an instructional specialist in the Department of Bilingual Education. The Title I Program needs to develop procedures so that potential legal/fiscal problems can be avoided in the future.

The specific procedures relevant to each question addressed are reported with the results below.

Results

Evaluation Question D4-1: Were the objectives of the Early Childhood and Happy Talk Components met?

Yes, both objectives were met. The analyses done to compare Happy Talk participants and the control group are reported in Attachment A-7. Figure A-1 shows that the gain made by the participants was greater than that made by control students with equal pretest scores. The students who were in the program in 1978-79 were excluded from the analyses since they had not been randomly assigned to participant and control groups. Attachment A-8 shows the distribution of pretest, posttest, and gain scores for all three groups (Happy Talk participants, Happy Talk controls, and pre-kindergarten controls) included in the analyses.

Evaluation Question D4-3: How do Title I Happy Talk and Early Childhood Program participants compare in their achievement gains from November to April as measured by the PPVT?

Not surprisingly, the Title I Early Childhood Program participants who were receiving a day-long, school-based program made larger gains than the Happy Talk students. Figure F-2 compares the gains made by the two groups. The analyses are documented in Attachment A-9.

Evaluation Question D4-4: What were the per-pupil costs of the Happy Talk and Early Childhood Programs?

Figure A-3 shows that the Happy Talk Program cost about $460 per pupil while the Early Childhood Program cost about $1,319 per pupil. The cost are based on expenditures made by June 6, 1980. The number of pupils is equal to the number assigned to the participant group in Happy Talk and the maximum number who could be served in the Early Childhood units. Not all students in the Happy Talk group were still participating at the end of the year; due to drops and adds, the Early Childhood Program served a few over the 120 total.

In drawing inferences about the relative cost efficiency of the two programs, the reader should keep the following characteristics in mind:

The Early Childhood Program...

a. provided full-day classes for the students.
b. had capital outlay expenses for one new unit.
c. provided some food service to the students.
d. provided about three hours of instructional activities daily.
e. showed gains 55% greater than the Happy Talk Program.
f. provided two months of instruction prior to the pretest and about one month after posttest.
g. provided children with an opportunity to interact with others and adults in a school setting.

The Happy Talk Program...

a. helped parents work with their children at home.
b. provided toys and books which may be used by other children in the family.
c. provided about 20-22 hours of instruction by a community representative in the home.
d. showed gains of about two third those of the Early Childhood Program.

							Test of Equivalent...					
		Pretest		Posttest			Slopes			Intercepts		
Group	N	Mean	S.D.	Mean	S.D.	Gain	df	F	p	df	F	p
Happy Talk	47	78.0	13.5	88.2	16.7	10.3	1,69	2.88	0.09	1,70	4.70	0.03
Control	26	78.4	15.5	79.7	18.8	1.3						

Figure A-1. COMPARISON OF PPVT GAINS MADE BY HAPPY TALK PARTICIPANTS AND CONTROLS.

							Test of Equivalent...					
		Pretest		Posttest			Slopes			Intercepts		
Group	N	Mean	S.D.	Mean	S.D.	Gain	df	F	p	df	F	p
Happy Talk	47	78.0	13.5	88.2	16.7	10.3	1,92	0.125	0.73	1,93	12.13	0.001
Early Childhood	49	88.7	16.7	104.7	15.7	16.0						

Figure A-2. COMPARISON OF PPVT GAINS MADE BY HAPPY TALK PARTICIPANTS AND EARLY CHILDHOOD PROGRAM CONTROLS.

Category	Expenditures*	
	Happy Talk	Early Childhood
Salaries, FICA, and Teacher Retirement	$24,030	$141,929
Telephone	608	0
Reproduction	29	90
Audio-Visual Materials	0	1,161
Books	505	620
General Supplies	4	0
Other Supplies	5,595	5,134
In-District Travel	3,275	0
Admissions and Fees	0	413
Capital Outlay	0	5,273
Study Trips	0	550
Food Service	0	3,054
Food for Study Trips	0	76
Total	$34,046	$158,300
Number of Students Served	74	120
Cost per Pupil	$460	$1,319

Figure A-3. COMPARISON OF PER-PUPIL COSTS OF TITLE I HAPPY TALK AND EARLY CHILDHOOD PROGRAMS.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

August 30, 1979

TO: Frank Campos

FROM: David Doss

SUBJECT: Recruitment and Testing of Happy Talk Participants

With regard to yesterday's meeting I want to make sure we are in agreement regarding the identification and testing of Happy Talk participants. It is my understanding that the following points were agreed upon:

1. Recruitment will begin immediately in the eligible attendance areas.
2. Priority will be given to four year olds.
3. When 120 eligible students have been identified, we will get together to randomly assign the students to groups. (Previous participants will be excluded from random assignment).
4. The assignment to groups will precede testing.
5. Testing with the Peabody Picture Vocabulary Test will begin on September 24th or sooner if possible.
6. Community representatives will accompany the testers.

I realized later that we did not come to agreement on the screening test. I feel that the selection of the test is a program responsibility since the results will not be used in evaluation; however, if you choose to use the screening test I brought to the meeting, I will be glad to make a good copy available for duplication and to provide the necessary training of the community representatives.

You may be interested in looking at the results from last year's testing. Attached are copies of the appendices of the Technical Report which dealt with Happy Talk Testing. I have also included a copy of the final report summary which has a brief section on Happy Talk.

If you have another understanding of the points above or if you have any questions about the findings, please feel free to call (458-1228).

Approved: Jonathan Curtis
Senior Evaluator for Compensatory Education Programs

Approved: Freda M. Holley
Director of Office of Research and Evaluation

DD:lfs

cc: Mauro Reyna

79.23 Attachment A-2

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 4, 1979

TO: Frank Campos

FROM: David Doss

SUBJECT: Happy Talk Student Selection and Testing

Just a note to express my understanding of the agreements we reached on the phone this morning.

1. You will send me copies of a) the recruitment materials you sent to the prospective families and b) the registration form.
2. When the recruitment is completed, we will get together to assign students to treatment and control groups. This will be done prior to testing.
3. Because of conflicts with other Title I testing later this month, the Happy Talk testing will not begin until October 29th. We will attempt to complete all testing by November 9th.
4. Services to the children can begin as soon as we have assigned them to groups.

If you do not see the above as the results of our conversation, please let me know.

Approved: Jonathan Curtis
Senior Eva[illegible]tor for Compensatory Education Programs

Approved: Freda M Holley
Director of Office of Research and Evaluation

DD:lfs

cc: Mauro Reyna
Lee Laws
Oscar Cantu

79.23

Attachment A-3
(Page 1 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 18, 1979

TO: Frank Campos

FROM: David Doss

SUBJECT: Happy Talk Pretesting

This memo is to summarize the decisions made at yesterday's meeting on Happy Talk pretesting.

1. You will send me a list of the students to be placed in the experimental and control groups.

2. Testing will begin on October 29th. However, one of our testers, the bilingual tester, cannot begin until October 31st.

3. Happy Talk community representatives will schedule the testing to occur between 8:30 and 12:30. The testing to be done each day should be scheduled to keep travel time between test sessions to a minimum.

4. As we discussed on the phone, the testing should follow this schedule:

Estimated Testing Time	Time Parent Expecting Testers
8:30	8:30
9:10	9:00-10:00
9:50	9:30-10:30
10:30	10:00-11:00
11:10	10:30-11:30
11:50	11:30-12:30

5. One Happy Talk representative will accompany each tester.

6. All students needing to be tested in Spanish should be scheduled to be tested by the same community representative and tester.

7. Each family should receive a reminder phone call or notice prior to the testing. If a notice is sent, we will be glad to help with the reproduction and mailing.

If I have misunderstood anything or missed anything, let me know.

Approved: Jonathan Curtis
Senior Evaluator for Compensatory Education Programs

Approved: Freda M. Holley
Director of Office of Research and Evaluation

DD:lfs

cc: Mauro Reyna
Lee Laws

COMPARISON OF STUDENTS MOVED FROM ONE HAPPY TALK GROUP TO ANOTHER ON ETHNICITY

Variables	Description
Move	Direction of Movement: 1 = Experimental to Control 2 = Control to Experimental
Ethnic	Ethnicity: 0 = Spanish Surname 1 = Other

-page A14- Blank

```
0*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*...C.R.O.S.S.T.A.B.U.L.A.T.I.O.N...O.F...*.*
..*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*
.....ETHNIC...............................................BY..MOVE
.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*.*
.*.*.*.*.*.*.*.*.*.*..PAGE..1.OF..1

.....................MOVE
.............COUNT..I
............ROW.PCT.I.....................ROW
............COL.PCT.I....................TOTAL
............TOT.PCT.I......1.I......2.I
.ETHNIC.....--------I--------I--------I
.................0..I.....3..I.....7..I....10
....................I..30.0..I..70.0..I..55.6
....................I..33.3..I..77.8..I
....................I..16.7..I..38.9..I
...................-I--------I--------I
................1...I.....6..I.....2..I.....8
....................I..75.0..I..25.0..I..44.4
...................-I..66.7..I..22.2..I
....................I..33.3..I..11.1..I
...................-I--------I--------I
............COLUMN.......9........9......18
.            TOTAL....50.0....50.0...100.0

.FISHER'S.EXACT.TEST.=....07672
.PHI.=......44721
.CONTINGENCY.COEFFICIENT.=......40825
.LAMBDA.(ASYMMETRIC).=....37500.WITH.ETHNIC...DEPENDENT...........=....44444.WIT
H.MOVE.....DEPENDENT.
.LAMBDA.(SYMMETRIC).=....41176
.UNCERTAINTY.COEFFICIENT.(ASYMMETRIC).=....15117.WITH.ETHNIC...DEPENDENT.
...=....14983.WITH.MOVE.....DEPENDENT.
.UNCERTAINTY.COEFFICIENT.(SYMMETRIC).=....15050
.KENDALL'S.TAU B.=    -.44721. SIGNIFICANCE.=....0326
.KENDALL'S.TAU.C.=....-.44444..SIGNIFICANCE.=....0326
.GAMMA.=....-.75000
.SOMERS'S.D.(ASYMMETRIC).=..-.44444.WITH.ETHNIC...DEPENDENT.=..-.45000.WITH.MOVE
.....DEPENDENT.
.SOMERS'S.D.(SYMMETRIC).=..-.44720
.ETA.=....44721.WITH.ETHNIC...DEPENDENT.
.ETA.=....44721.WITH.MOVE.....DEPENDENT.
.PEARSON'S.R.=.-.44721..SIGNIFICANCE.=....0314
1                                                                          06.N
OV.79....12.58.40......PAGE....3
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79.23 Attachment A-5

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

November 9, 1979

TO: Title I Early Childhood Teachers

FROM: David Doss

SUBJECT: PPVT Testing

As you know, Title I has two instructional programs designed to serve four-year-old children--the Early Childhood Program and Happy Talk. The Happy Talk Program provides instruction to children in their homes through the training of parents in ways to use toys and books in working with their children.

One of the important questions facing Title I is the direction its early childhood instruction should take. In order to provide information to help in making that decision, we have included a comparison of the gains made by participants in the two programs in our evaluation design. What we want to see is whether students in one program gain more than students in the other.

In order to answer this question, we need to give the Peabody Picture Vocabulary Test to 10 of your students. The test is individually administered and takes about 10 to 20 minutes to give. The testing can be done at a table in the hall and should cause minimal disruption. We would like to do the testing in the morning between November 15th and 20th. Wanda Washington will soon be contacting you to make specific arrangements.

If you have any quesitons, please call.

Approved: Jonathan Curtis
Senior Evaluator for Compensatory Education Programs

Approved: Freda M. Holley by GL
Director of Office of Research and Evaluation

Approved: M G Borden
Director of Elementary Education

DD:lfs

cc: Principals with Title I Early Childhood Classes
Timy Baranoff
Lee Laws

COMPARISON OF INVALIDATED FORM A TESTS WITH FORM B RETESTS

Variable	Description
1	Invalidated PPVT Scale Scores--Form A
2	Retests--Form B

The first analysis contains five administrations during which the tester was known to have violated the standardization procedure. The second analysis excludes those tests. In each analysis the invalidated Form A results are compared with the Form B retests.

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Attachment A-6
(Page 2 of 3)

```
*** OUTPUT FROM PROGRAM ANOVAR ***

PEABODY:  CHECK OF RETESTING - KNOWN INVALIDS INCLUDED

PARAMETERS
COL  1- 5 =      1
COL  6-10 =      1
COL 11-15 =      2
COL 16-20 =      0
COL 21-25 =      0

DATA FORMAT = (A4,2F5.0)

GROUP 1    23 SUBJECTS.


ANALYSIS FOR VARIABLE  1

SOURCE      MEAN SQUARE      D.F.     F-RATIO        P

TOTAL          291.7628       45.

 TRIALS        384.5435        1.       3.688     0.0649

 ERROR (T)     104.2708       22.

T MEAN             1            2
                90.6087      84.8261
```

Attachment A-6
(Page 3 of 3)

```
   79.23
  *** OUTPUT FRCM PROGRAM ANOVAR ***

PEABODY:  CHECK OF RETESTING - KNOWN INVALIDS REMOVED

PARAMETERS
COL  1- 5 =      1
CCL  6-10 =      1
CCL 11-15 =      2
CCL 16-20 =      0
COL 21-25 =      C

DATA FORMAT = (A4,2F5.0)

GROUP 1    18 SUBJECTS.


ANALYSIS FOR VARIABLE  1

SOURCE     MEAN SQUARE     D.F.     F-RATIO         P

TCTAL         211.0444      35.

 TRIALS       113.7778       1.       1.078      0.3146

 ERROR (T)    105.5425      17.

T MEAN            1          2
              93.1667    89.6111
```

COMPARISON OF HAPPY TALK PARTICIPANTS AND CONTROL STUDENTS TESTED IN ENGLISH

Variable	Description
1	PPVT posttest scale scores.
2	PPVT pretest scale scores.
3	PPVT pretest scores if Happy Talk participant; 0, otherwise.
4	PPVT pretest scores if control child; 0, otherwise.
5	1 if Happy Talk participant; 0, otherwise.
6	1 if control student; 0, otherwise.

page A22-Blank

```
    *** OUTPUT FROM PROGRAM REGRAN ***

PEABODY TESTING 1979-80 (HAPPY TALK EXP. VS CONTROL TESTED IN ENGLISH)

PARAMETERS
COL  1- 5 =      6
COL  6-10 =     73
COL 11-15 =      3
COL 16-20 =      2
COL 21-25 =      1

DATA FORMAT = (A4,6F5.0)


INTERCORRELATION ANALYSIS.


MEANS              1          2          3          4          5          6
             85.1781    78.1096    50.1918    27.9178     0.6438     0.3562


SIGMAS             1          2          3          4          5          6
             17.6971    14.0562    38.8484    38.6118     0.4789     0.4789


R MATRIX           1          2          3          4          5          6

        1     1.0000     0.3284     0.3260    -0.2085     0.2322    -0.2322

        2     0.3284     1.0000     0.1977     0.1651    -0.0146     0.0146

        3     0.3260     0.1977     1.0000    -0.9342     0.9609    -0.9609

        4    -0.2085     0.1651    -0.9342     1.0000    -0.9721     0.9721

        5     0.2322    -0.0146     0.9609    -0.9721     1.0000    -1.0000

        6    -0.2322     0.0146    -0.9609     0.9721    -1.0000     1.0000
```

```
MODEL  1 M1  CRITERION =  1

PREDICTORS =  3- 6
R = 0.4444      RSQ = 0.1975          52 ITERATIONS.

  V      BETA         B
  3    1.3510     0.6155
  4    0.2634     0.1207
  5   -0.8609   -31.8153
  6   -0.0509    -1.8797
REG. CONST. =    72.0698


MODEL  2 M2  CRITERION =  1

PREDICTORS =  2- 2  5- 6
P =  2   RSQ = 0.1079
P =  5   RSQ = 0.1640

R = 0.4050      RSQ = 0.1640          2 ITERATIONS.

  V      BETA         B
  2     0.3319     0.4178
  5     0.2370     8.7587
  6     0.0        0.0
REG. CONST. =    46.9035
```

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```
MODEL   3 M3  CRITERION =  1

PREDICTORS =   2- 2
P =  2   RSQ = 0.1079

R = 0.3284      RSQ = 0.1079          1 ITERATIONS.

  V       BETA        B
  2    0.3284     0.4135
REG. CONST. =   52.8819

                                                                      0760
F-TEST  1    MODEL 1 VS MODEL 2
RSQ FULL =      0.1975      MODEL  1
RSQ REDUCED = 0.1640      MODEL  2
DIFFERENCE =  0.0335
DFN =  1.     DFD =    69.     F-RATIO =    2.881    P = 0.0903

                                                                      0761
F-TEST  2   MODEL 2 VS MODEL 3
RSQ FULL =      0.1640      MODEL  2
RSQ REDUCED = 0.1079      MODEL  3
DIFFERENCE =  0.0562
DFN =  1.     DFD =    70.     F-RATIO =    4.702    P = 0.0315
```

Attachment A-7
(Page 4 of 4)

DISTRIBUTION OF PPVT PRETEST, POSTTEST, AND GAIN SCORES FOR THREE GROUPS: HAPPY TALK PARTICIPANTS, HAPPY TALK CONTROLS, AND EARLY CHILDHOOD CONTROLS

HAPPY TALK EXPERIMENTAL STUDENTS -- 1979-80 ENGLISH ONLY

FREQUENCY DISTRIBUTION FOR VARIABLE # 1 (PRETEST -- PEABODY -)

CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT.)	ADJUSTED FREQ (PCT.)	CUMULATIVE FREQ (PCT.)
52.	2.	4.3	4.3	4.3
53.	1.	2.1	2.1	6.4
54.	1.	2.1	2.1	8.5
58.	1.	2.1	2.1	10.6
59.	1.	2.1	2.1	12.8
63.	1.	2.1	2.1	14.9
64.	1.	2.1	2.1	17.0
65.	1.	2.1	2.1	19.1
66.	1.	2.1	2.1	21.3
67.	1.	2.1	2.1	23.4
68.	1.	2.1	2.1	25.5
71.	2.	4.3	4.3	29.8
72.	2.	4.3	4.3	34.0
73.	1.	2.1	2.1	36.2
75.	2.	4.3	4.3	40.4
76.	1.	2.1	2.1	42.6
77.	1.	2.1	2.1	44.7
78.	3.	6.4	6.4	51.1
79.	1.	2.1	2.1	53.2
80.	3.	6.4	6.4	59.6
82.	1.	2.1	2.1	61.7
83.	3.	6.4	6.4	68.1
85.	1.	2.1	2.1	70.2
87.	1.	2.1	2.1	72.3
88.	1.	2.1	2.1	74.5

```
     91.         1.        2.1        2.1       76.6

     92.         4.        8.5        8.5       85.1

     94.         5.       10.6       10.6       95.7

    100.         1.        2.1        2.1       97.9

    108.         1.        2.1        2.1      100.0

   TOTAL        47.      100.0      100.0

VALID CASES=    47
MISSING CASES=     0

MEAN=    77.9574           VARIANCE=  183.4329
STD. DEV=    13.5437       STD. ERR=     1.9756
MAXIMUM=  108.0000         MINIMUM=   52.0000
RANGE=   57.0000
```

```
HAPPY TALK EXPERIMENTAL STUDENTS -- 1979-80 ENGLISH ONLY

FREQUENCY DISTRIBUTION FOR VARIABLE # 2 (POSTTEST -- PEABODY )

                        RELATIVE   ADJUSTED   CUMULATIVE
            ABSOLUTE      FREQ       FREQ        FREQ
   CODE       FREQ       (PCT.)     (PCT.)      (PCT.)

    51.        1.         2.1        2.1         2.1

    56.        1.         2.1        2.1         4.3

    57.        1.         2.1        2.1         6.4

    59.        1.         2.1        2.1         8.5

    61.        2.         4.3        4.3        12.8

    63.        1.         2.1        2.1        14.9

    67.        1.         2.1        2.1        17.0

    68.        1.         2.1        2.1        19.1

    78.        2.         4.3        4.3        23.4

    81.        2.         4.3        4.3        27.7

    83.        2.         4.3        4.3        31.9

    84.        1.         2.1        2.1        34.0

    85.        1.         2.1        2.1        36.2

    87.        3.         6.4        6.4        42.6

    89.        1.         2.1        2.1        44.7

    91.        2.         4.3        4.3        48.9

    92.        2.         4.3        4.3        53.2

    93.        1.         2.1        2.1        55.3

    94.        2.         4.3        4.3        59.6

    95.        2.         4.3        4.3        63.8

    96.        4.         8.5        8.5        72.3

    98.        1.         2.1        2.1        74.5

   100.        2.         4.3        4.3        78.7

   102.        2.         4.3        4.3        83.0

   104.        3.         6.4        6.4        89.4
   108.          1.        2.1        2.1       91.5

   113.          1.        2.1        2.1       93.6

   114.          2.        4.3        4.3       97.9

   117.          1.        2.1        2.1      100.0

  TOTAL         47.      100.0      100.0

VALID CASES=   47
MISSING CASES=    0

MEAN=    88.2340          VARIANCE=  277.4006
STD. DEV=    16.6553      STD. ERR=     2.4294
MAXIMUM=  117.0000        MINIMUM=   51.0000
RANGE=   67.0000
```

HAPPY TALK EXPERIMENTAL STUDENTS -- 1979-80 ENGLISH ONLY (Page 6 of 16)

FREQUENCY DISTRIBUTION FOR VARIABLE # 3 (GAINS -- PEABODY --)

CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT.)	ADJUSTED FREQ (PCT.)	CUMULATIVE FREQ (PCT.)
-25.	1.	2.1	2.1	2.1
-23.	1.	2.1	2.1	4.3
-16.	1.	2.1	2.1	6.4
-10.	1.	2.1	2.1	8.5
-9.	1.	2.1	2.1	10.6
-7.	1.	2.1	2.1	12.8
-5.	1.	2.1	2.1	14.9
-4.	2.	4.3	4.3	19.1
-3.	1.	2.1	2.1	21.3
-1.	1.	2.1	2.1	23.4
0.	1.	2.1	2.1	25.5
1.	2.	4.3	4.3	29.8
2.	3.	6.4	6.4	36.2
3.	1.	2.1	2.1	38.3
6.	1.	2.1	2.1	40.4
7.	2.	4.3	4.3	44.7
8.	3.	6.4	6.4	51.1
13.	2.	4.3	4.3	55.3
15.	2.	4.3	4.3	59.6
16.	2.	4.3	4.3	63.8
19.	1.	2.1	2.1	66.0
20.	3.	6.4	6.4	72.3
22.	4.	8.5	8.5	80.9
24.	1.	2.1	2.1	83.0

```
    25.       1.       2.1       2.1      85.1

    26.       1.       2.1       2.1      87.2

    29.       2.       4.3       4.3      91.5

    35.       1.       2.1       2.1      93.6

    36.       2.       4.3       4.3      97.9

    40.       1.       2.1       2.1     100.0

  TOTAL      47.     100.0     100.0

VALID CASES=    47
MISSING CASES=     0

MEAN=    10.2766          VARIANCE=  236.2044
STD. DEV=   15.3689       STD. ERR=    2.2418
MAXIMUM=   40.0000        MINIMUM=  -25.0000
RANGE=   66.0000
```

```
HAPPY TALK CONTROL STUDENTS -- 1979-80 ENGLISH ONLY

FREQUENCY DISTRIBUTION FOR VARIABLE # 1 (PRETEST -- PEABODY -)

                         RELATIVE   ADJUSTED   CUMULATIVE
             ABSOLUTE      FREQ       FREQ        FREQ
   CODE        FREQ       (PCT.)     (PCT.)      (PCT.)

    44.         1.         3.8        3.8         3.8

    61.         1.         3.8        3.8         7.7

    63.         1.         3.8        3.8        11.5

    64.         2.         7.7        7.7        19.2

    65.         1.         3.8        3.8        23.1

    67.         1.         3.8        3.8        26.9

    68.         1.         3.8        3.8        30.8

    69.         1.         3.8        3.8        34.6

    72.         2.         7.7        7.7        42.3

    75.         1.         3.8        3.8        46.2

    76.         1.         3.8        3.8        50.0

    78.         2.         7.7        7.7        57.7

    79.         1.         3.8        3.8        61.5

    80.         1.         3.8        3.8        65.4

    85.         1.         3.8        3.8        69.2

    87.         1.         3.8        3.8        73.1

    92.         1.         3.8        3.8        76.9

    94.         2.         7.7        7.7        84.6

    98.         1.         3.8        3.8        88.5

    99.         1.         3.8        3.8        92.3

   106.         1.         3.8        3.8        96.2

   108.         1.         3.8        3.8       100.0

  TOTAL        26.       100.0      100.0

VALID CASES=    26
MISSING CASES=     0

MEAN=    78.3846            VARIANCE=  239.2862
STD. DEV=    15.4689        STD. ERR=     3.0337
MAXIMUM=  108.0000          MINIMUM=   44.0000
RANGE=   65.0000
```

```
   79.23
HAPPY TALK CONTROL STUDENTS -- 1979-80 ENGLISH ONLY

FREQUENCY DISTRIBUTION FOR VARIABLE # 2 (POSTTEST -- PEABODY )

                           RELATIVE  ADJUSTED  CUMULATIVE
                ABSOLUTE     FREQ      FREQ       FREQ
      CODE        FREQ      (PCT.)    (PCT.)     (PCT.)

       34.         1.        3.8       3.8        3.8

       55.         1.        3.8       3.8        7.7

       56.         1.        3.8       3.8       11.5

       61.         1.        3.8       3.8       15.4

       64.         1.        3.8       3.8       19.2

       65.         1.        3.8       3.8       23.1

       67.         2.        7.7       7.7       30.8

       69.         1.        3.8       3.8       34.6

       76.         3.       11.5      11.5       46.2

       80.         1.        3.8       3.8       50.0

       82.         2.        7.7       7.7       57.7

       85.         1.        3.8       3.8       61.5

       86.         1.        3.8       3.8       65.4

       87.         2.        7.7       7.7       73.1

       91.         2.        7.7       7.7       80.8

       98.         1.        3.8       3.8       84.6

      100.         1.        3.8       3.8       88.5

      111.         1.        3.8       3.8       92.3

      112.         1.        3.8       3.8       96.2

      113.         1.        3.8       3.8      100.0

     TOTAL        26.      100.0     100.0

VALID CASES=    26
MISSING CASES=     0

MEAN=    79.6538            VARIANCE=  354.7954
STD. DEV=    18.8360        STD. ERR=    3.6940
MAXIMUM=  113.0000          MINIMUM=   34.0000
RANGE=   80.0000
```

```
HAPPY TALK CONTRCL STUDENTS -- 1979-80 ENGLISH ONLY

FREQUENCY DISTRIBUTICN FOR VARIABLE # 3 (GAINS -- PEABODY -- )

                          RELATIVE   ADJUSTED   CUMULATIVE
              ABSOLUTE      FREQ       FREQ        FREQ
   CODE         FREQ       (PCT.)     (PCT.)      (PCT.)

   -74.          1.          3.8        3.8          3.8

   -24.          1.          3.8        3.8          7.7

   -20.          1.          3.8        3.8         11.5

   -14.          2.          7.7        7.7         19.2

   -11.          2.          7.7        7.7         26.9

    -9.          1.          3.8        3.8         30.8

    -7.          1.          3.8        3.8         34.6

    -3.          1.          3.8        3.8         38.5

    -1.          2.          7.7        7.7         46.2

     0.          1.          3.8        3.8         50.0

     2.          1.          3.8        3.8         53.8

     3.          1.          3.8        3.8         57.7

     4.          1.          3.8        3.8         61.5

     7.          1.          3.8        3.8         65.4

    12.          1.          3.8        3.8         69.2

    13.          1.          3.8        3.8         73.1

    15.          1.          3.8        3.8         76.9

    17.          1.          3.8        3.8         80.8

    19.          1.          3.8        3.8         84.6

    22.          2.          7.7        7.7         92.3

    40.          1.          3.8        3.8         96.2

    46.          1.          3.8        3.8        100.0

  TOTAL         26.        100.0      100.0

VALID CASES=    26
MISSING CASES=     0

MEAN=     1.2692            VARIANCE=  525.4046
STD. DEV=    22.9217        STD. ERR=     4.4953
MAXIMUM=    46.0000         MINIMUM=  -74.0000
RANGE=  121.0000
```

PRE-K CONTROL STUDENTS -- 1979-80 ENGLISH ONLY

FREQUENCY DISTRIBUTION FOR VARIABLE # 1 (PRETEST -- PEABODY -)

CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT.)	ADJUSTED FREQ (PCT.)	CUMULATIVE FREQ (PCT.)
48.	1.	2.0	2.0	2.0
52.	1.	2.0	2.0	4.1
57.	1.	2.0	2.0	6.1
63.	1.	2.0	2.0	8.2
65.	1.	2.0	2.0	10.2
67.	1.	2.0	2.0	12.2
70.	1.	2.0	2.0	14.3
71.	1.	2.0	2.0	16.3
74.	2.	4.1	4.1	20.4
75.	1.	2.0	2.0	22.4
78.	1.	2.0	2.0	24.5
79.	1.	2.0	2.0	26.5
80.	1.	2.0	2.0	28.6
81.	1.	2.0	2.0	30.6
82.	1.	2.0	2.0	32.7
83.	5.	10.2	10.2	42.9
85.	1.	2.0	2.0	44.9
90.	2.	4.1	4.1	49.0
92.	1.	2.0	2.0	51.0
94.	2.	4.1	4.1	55.1
96.	2.	4.1	4.1	59.2
97.	2.	4.1	4.1	63.3
98.	5.	10.2	10.2	73.5
99.	1.	2.0	2.0	75.5
100.	2.	4.1	4.1	79.6

```
     101.          2.         4.1         4.1         83.7

     103.          1.         2.0         2.0         85.7

     109.          2.         4.1         4.1         89.8

     112.          1.         2.0         2.0         91.8

     113.          2.         4.1         4.1         95.9

     116.          1.         2.0         2.0         98.0

     118.          1.         2.0         2.0        100.0

    TOTAL         49.       100.0       100.0

  VALID CASES=    49
  MISSING CASES=     0

  MEAN=    88.6939          VARIANCE=  277.4252
  STD. DEV=    16.6561      STD. ERR=     2.3794
  MAXIMUM=  118.0000        MINIMUM=   48.0000
  RANGE=   71.0000
```

79.23
PRE-K CONTROL STUDENTS -- 1979-80 ENGLISH ONLY

FREQUENCY DISTRIBUTION FOR VARIABLE # 2 (POSTTEST -- PEABODY)

CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT.)	ADJUSTED FREQ (PCT.)	CUMULATIVE FREQ (PCT.)
71.	1.	2.0	2.0	2.0
73.	1.	2.0	2.0	4.1
77.	1.	2.0	2.0	6.1
78.	1.	2.0	2.0	8.2
81.	1.	2.0	2.0	10.2
87.	2.	4.1	4.1	14.3
89.	2.	4.1	4.1	18.4
90.	1.	2.0	2.0	20.4
91.	1.	2.0	2.0	22.4
92.	1.	2.0	2.0	24.5
98.	1.	2.0	2.0	26.5
100.	2.	4.1	4.1	30.6
101.	5.	10.2	10.2	40.8
103.	4.	8.2	8.2	49.0
105.	1.	2.0	2.0	51.0
107.	6.	12.2	12.2	63.3
109.	2.	4.1	4.1	67.3
111.	2.	4.1	4.1	71.4
114.	2.	4.1	4.1	75.5
116.	2.	4.1	4.1	79.6
121.	2.	4.1	4.1	83.7
122.	3.	6.1	6.1	89.8
123.	1.	2.0	2.0	91.8
125.	1.	2.0	2.0	93.9
127.	1.	2.0	2.0	95.9

```
   138.         1.       2.0        2.0       98.0

   140.         1.       2.0        2.0      100.0

  TOTAL        49.     100.0      100.0

VALID CASES=   49
MISSING CASES=     0

MEAN=  104.6531          VARIANCE=  242.5230
STD. DEV=   15.5731      STD. ERR=    2.2247
MAXIMUM=  140.0000       MINIMUM=   71.0000
RANGE=   70.0000
```

79.23
PRE-K CONTROL STUDENTS -- 1979-80 ENGLISH ONLY

FREQUENCY DISTRIBUTION FOR VARIABLE # 3 (GAINS -- PEABODY --)

CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT.)	ADJUSTED FREQ (PCT.)	CUMULATIVE FREQ (PCT.)
-15.	1.	2.0	2.0	2.0
-12.	1.	2.0	2.0	4.1
-10.	1.	2.0	2.0	6.1
-9.	1.	2.0	2.0	8.2
1.	2.	4.1	4.1	12.2
2.	3.	6.1	6.1	18.4
3.	1.	2.0	2.0	20.4
4.	1.	2.0	2.0	22.4
5.	1.	2.0	2.0	24.5
6.	1.	2.0	2.0	26.5
7.	1.	2.0	2.0	28.6
8.	1.	2.0	2.0	30.6
9.	2.	4.1	[illegible].1	34.7
10.	2.	4.1	4.1	38.8
12.	2.	4.1	4.1	42.9
13.	2.	4.1	4.1	46.9
15.	2.	4.1	4.1	51.0
16.	2.	4.1	4.1	55.1
17.	1.	2.0	2.0	57.1
18.	1.	2.0	2.0	59.2
21.	2.	4.1	4.1	63.3
22.	1.	2.0	2.0	65.3
23.	1.	2.0	2.0	67.3
24.	1.	2.0	2.0	69.4

```
       25.          2.         4.1        4.1        73.5

       26.          2.         4.1        4.1        77.6

       27.          1.         2.0        2.0        79.6

       29.          3.         6.1        6.1        85.7

       30.          2.         4.1        4.1        89.8

       35.          1.         2.0        2.0        91.8

       37.          1.         2.0        2.0        93.9

       40.          1.         2.0        2.0        95.9

       44.          1.         2.0        2.0        98.0

       59.          1.         2.0        2.0       100.0

     TOTAL         49.       100.0      100.0

   VALID CASES=    49
   MISSING CASES=     0

   MEAN=    15.9592            VARIANCE=  220.4566
   STD. DEV=    14.8478        STD. ERR=     2.1211
   MAXIMUM=    59.0000         MINIMUM=  -15.0000
   RANGE=   75.0000
```

COMPARISON OF HAPPY TALK PARTICIPANTS AND EARLY CHILDHOOD PROGRAM CONTROLS TESTED IN ENGLISH

Variable	Description
1	PPVT posttest scale score.
2	PPVT pretest scale score.
3	PPVT pretest score if Happy Talk participant; 0, otherwise.
4	PPVT pretest score if Early Childhood Program participant; 0, otherwise.
5	1 if Happy Talk participant; 0, otherwise.
6	1 if Early Childhood Program participant; 0, otherwise.

79.23

```
*** OUTPUT FROM PROGRAM REGRAN ***

PEABODY TESTING 1979-80 (HAPPY TALK EXP. VS PRE-K CONTROL IN ENGLISH)

PARAMETERS
COL  1- 5 =     6
COL  6-10 =    56
COL 11-15 =     3
COL 16-20 =     2
COL 21-25 =     1

DATA FORMAT = (A4,6F5.0)


INTERCORRELATION ANALYSIS.


MEANS              1          2          3          4          5          6
             96.6146    83.4375    38.1667    45.2708     0.4896     0.5104


SIGMAS             1          2          3          4          5          6
             17.9318    15.9816    40.0821    45.8749     0.4999     0.4999


R MATRIX           1          2          3          4          5          6

       1      1.0000     0.6028    -0.3701     0.5334    -0.4577     0.4577

       2      0.6028     1.0000    -0.1893     0.5138    -0.3358     0.3358

       3     -0.3701    -0.1893     1.0000    -0.9397     0.9723    -0.9723

       4      0.5334     0.5138    -0.9397     1.0000    -0.9665     0.9665

       5     -0.4577    -0.3358     0.9723    -0.9665     1.0000    -1.0000

       6      0.4577     0.3358    -0.9723     0.9665    -1.0000     1.0000
```

Attachment A-9
(Page 2 of 4)

```
MODEL   1 M1  CRITERION =  1

PREDICTORS =  3- 6
R = 0.6615        RSQ = 0.4376           55 ITERATIONS.

  V       BETA        B
  3    1.3335    0.5966
  4    1.4085    0.5506
  5   -0.3204  -11.4926
  6    0.0725    2.6015
REG. CONST. =   53.2197


MODEL   2 M2  CRITERION =  1

PREDICTORS =  2- 2  5- 6
P =  2   RSQ = 0.3633
P =  5   RSQ = 0.4368

R = 0.6609        RSQ = 0.4368            2 ITERATIONS.

  V       BETA        B
  2    0.5061    0.5679
  5   -0.2877  -10.3218
  6    0.0        0.0
REG. CONST. =   54.2839
```

```
MODEL   3 M3  CRITERION =  1

PREDICTORS =  2- 2
P =  2   RSQ = 0.3633

R = 0.6028     RSQ = 0.3633          1 ITERATIONS.

  V      BETA       B
  2    0.6028    0.6763
REG. CONST. =   40.1839


F-TEST  1   MODEL 1 VS MODEL 2                                                  0760
RSQ FULL =     0.4376     MODEL  1
RSQ REDUCED = 0.4368     MODEL  2
DIFFERENCE =  0.0008
DFN =  1.     DFD =   92.     F-RATIO =   0.125   P = 0.7252


F-TEST  2   MODEL 2 VS MODEL 3                                                  0761
RSQ FULL =     0.4368     MODEL  2
RSQ REDUCED = 0.3633     MODEL  3
DIFFERENCE =  0.0735
DFN =  1.     DFD =   93.     F-RATIO =  12.130   P = 0.0011
```

ESEA Title I

Appendix B

TEST OF BASIC EXPERIENCES

Instrument Description: Test of Basic Experiences (TOBE)

Brief description of the instrument:

The TOBE General Concepts test is one of a series of five standardized group tests for young children, and is particularly useful for pre-kindergarten children. Items in the General Concepts Test are taken from other tests in the series: Mathematics, Language, Science, and Social Studies. Level K (pre-kindergarten) was used in the evaluation of the Early Childhood program.

To whom was the instrument administered?

All Title I Early Childhood students.

How many times was the instrument administered?

Twice, once as a pretest and once as a posttest.

When was the instrument administered?

October, 1979, and April, 1980.

Where was the instrument administered?

In the regular classroom, except at one school where an empty classroom was used.

Who administered the instrument?

The classroom teacher administered the test. Evaluation assistants acted as proctors, with two proctors per administration.

What training did the administrators have?

The classroom teachers had an opportunity to read the manual and give a practice test before actual testing. New teachers who had no prior experience in administering the test were given some training by the project evaluator.

Was the instrument administered under standardized conditions?

Teachers varied in their familiarity with test items and procedures. The results are invalid as a measure of general concepts development to the unknown extent that the early childhood teachers emphasized the concepts measured by the TOBE to the exclusion of other important concepts.

Were there problems with the instrument or the administration that might affect the validity of the data?

Variations in testing conditions (see above).

Who developed the instrument?

Margaret H. Moss, CTB/McGraw-Hill.

What reliability and validity data are available on the instrument?

The test publisher reports an alpha coefficient of .79 for the General Concepts Tests when given to pre-kindergarten students. Local analyses have shown that the pretest reliability for low-income students is substantially lower.

Are there norm data available for interpreting the results?

National norms are available. The reference group consists of approximately 10,300 children in public and private schools. It consists of 422 classes in 44 cities. Data are provided for four U.S. regions, four community types (inner-city, urban, suburban, and small city) and 3 grade levels. Tables for standard scores, stanines and precentiles are provided.

TEST OF BASIC EXPERIENCES

Purpose

The Test of Basic Experiences (TOBE) was used to answer the following decision and evaluation questions for the Title I Evaluation Design for 1979-80:

> Decision Question D4: What direction should Title I's efforts in Early Childhood Education take?
>
> > Evaluation Question D4-1: Were the objectives of the Early Childhood and Happy Talk Component met?
> >
> > Upon completion of the 1979-80 school year, students in the Early Childhood program in grade Pre-k will make the following gains as measured by the Test of Basic Experiences (General Concepts Test):
> >
> > 8% will gain 16 raw score points or more
> > 41% will gain 11-15 raw score points
> > 37% will gain 6-10 raw score points
> > 11% will gain 2-5 raw score points
> > 3% will gain 1 or fewer raw score points
> >
> > Evaluation Question D4-2: How do Title I and Title I Migrant early childhood classes compare in their achievement gains from October to April as measured by the TOBE?

The TOBE was also used in partial fullfilment of the requirements for Information Needs I7 and I8 for the Annual Program Documentation.

Information Need I7: For each grade served by an instructional component, what was the average gain from pre to post?

Information Need I8: Did the Title I program meet its objectives?

Procedure

The General Concepts Test of the Tests of Basic Experiences series was administered to all students in the Title I Program's Early Childhood classes in October, 1979, and April, 1980. The tests were administered by the classroom teachers with the aid of two ORE staff members acting as proctors. At the time of testing the class was divided into two groups of ten students each. Each group left the classroom while the other was tested. Students who were absent during the group testing sessions were tested individually by their teachers.

Prior to the testing, several activities were used to prepare the teachers and students. Teachers who had not given the test before met with the project evaluator to discuss the administration of the TOBE. Also, students were given practice tests before both the pretest and posttest. A copy of the practice test and the instructions for giving it are included as Attachment B-1. They were also given practice in using the cardboard screens which were used during the testing to reduce the impulse and opportunity to share answers.

The students' names, schools, sex, testing time, and item responses were coded from the test booklets to coding sheets. After the results were keypunched, they were scored and checked for coding accuracy using the AISD computer. Rosters showing how well these students scored on the test were sent to teachers following each testing. Frequency distributions for pretest raw score, posttest raw score, and raw score gain were computed for all students with valid pre- and posttest scores.

The scores of Migrant Pre-kindergarten program participants tested with the TOBE in October, 1979, and April, 1980, were compared with the Title I participants' scores in order to evaluate the effectiveness of the two programs. Pre- and posttested scores for migrant students were obtained as punched output from a file at the University of Texas at Austin. (For details on the collection of these scores see Appendix B in the Title I Migrant Technical Report, publication number 79.09). The comparison of gains made by the two groups was made using the linear models shown in Attachment B-2.

In addition to the analyses necessary to answer the above evaluation questions and information needs, another analysis was done. This was to compare the gains made by students in each of the six Title I pre-K classes. This was done in hope that differences in achievement gains might be related to differences in how the program was implemented in each class as measured by the early childhood observations (Appendix G). The linear models used to compare the classes are described in Attachment B-4.

Results

The results will be reported by question addressed.

Evaluation Question D4-1: Were the objectives of the Early Childhood Program met?

Information Need I7: For each grade served by an instructional component, what was the average gain from pre to post?

The Texas Education Agency required stratified objectives for the 1979-80 school year. Figure B-2 shows the gains made by the Title I pre-k students compared with the objective. Stratified objectives cannot be straightforwardly evaluted; however, it appears from a comparison of the expected and the obtained gains that the students did not do as well as the objective indicated they should.

A comparison of the mean gains for 1978-79 and 1979-80 shows that the gain was smaller in 1979-80 although the difference in performance is probably not statistically significant. The average gains for 1978-79 and 1979-80 were 9.5 and 8.3 points respectively.

Evaluation Question D4-2: How do Title I and Title I Migrant early childhood classes compare in their achievement gains from October to April as measured by the TOBE?

Figure B-2 show the results of analyses equivalent to the analysis of covariance. These analyses showed that Title I pre-K students made larger gains than Title I migrant students. On the average, Title I students scored about 2.8 points higher on the posttest than did Title I migrant students with equivalent pretest scores. Attachment B-3 provides the detailed results. Figure B-3 graphically displays the results.

Interpretation of the results must be made with caution. The results do not automatically lead to the conclusion that the Title I Program is superior to the Migrant Program. One competing hypothesis is that the differences between the predominant ethnic backgrouds of the two groups might influence the outcome. Specifically, the migrant pre-K students are almost all Mexican Americans. It could be hypothesized that their Spanish language background works against their making gains equivalent to the predominantly Black Title I students. A series of linear models were compared to test this hypothesis. The question was whether or not knowledge of ethnic background (Mexican American vs Other) improves the prediction of posttest scores from pretest and group membership (Title I and Title I Migrant). The results showed that it did not. It would appear that something about the instruction received by the migrant students or some factors associated with their migrant status or both inhibited the gains they made during the school year.

Added Question: Were the TOBE gains equal across Title I Early Childhood classes?

The results shown in Figure B-4 clearly show that the gains were not equal. See Appendix G for a discussion of the relationship between gains and the way in which instruction was provided in the classroom.

Results		Expected	
Number	Percent	Percent	Gains of...
10	10	8	16 or more raw score points.
23	23	41	11-15 raw score points
37	37	37	6-10 raw score points
23	23	11	2-5 raw score points
6	6	3	1 or fewer raw score points

Pretest Mean = 10.7   N = 99
Posttest Mean = 19.0
Mean Gain = 8.3

Figure B-1. MEASUREMENT OF THE EARLY CHILDHOOD PROGRAM OBJECTIVE.

	Pretest			Posttest		Gain		Test for Equivalent					
								Slopes			Intercepts		
Group	N	Mean	SD	Mean	SD	Mean	SD	df	F	p	df	F	p
Title I	99	10.7	3.6	19.0	5.5	8.3	4.9	1,169	0.028	0.86	1,170	16.219	<.001
Migrant	74	10.1	3.4	15.8	4.5	5.7	4.0						

Figure B-2. COMPARISON OF TITLE I AND MIGRANT PRE-K STUDENTS TESTED IN ENGLISH.

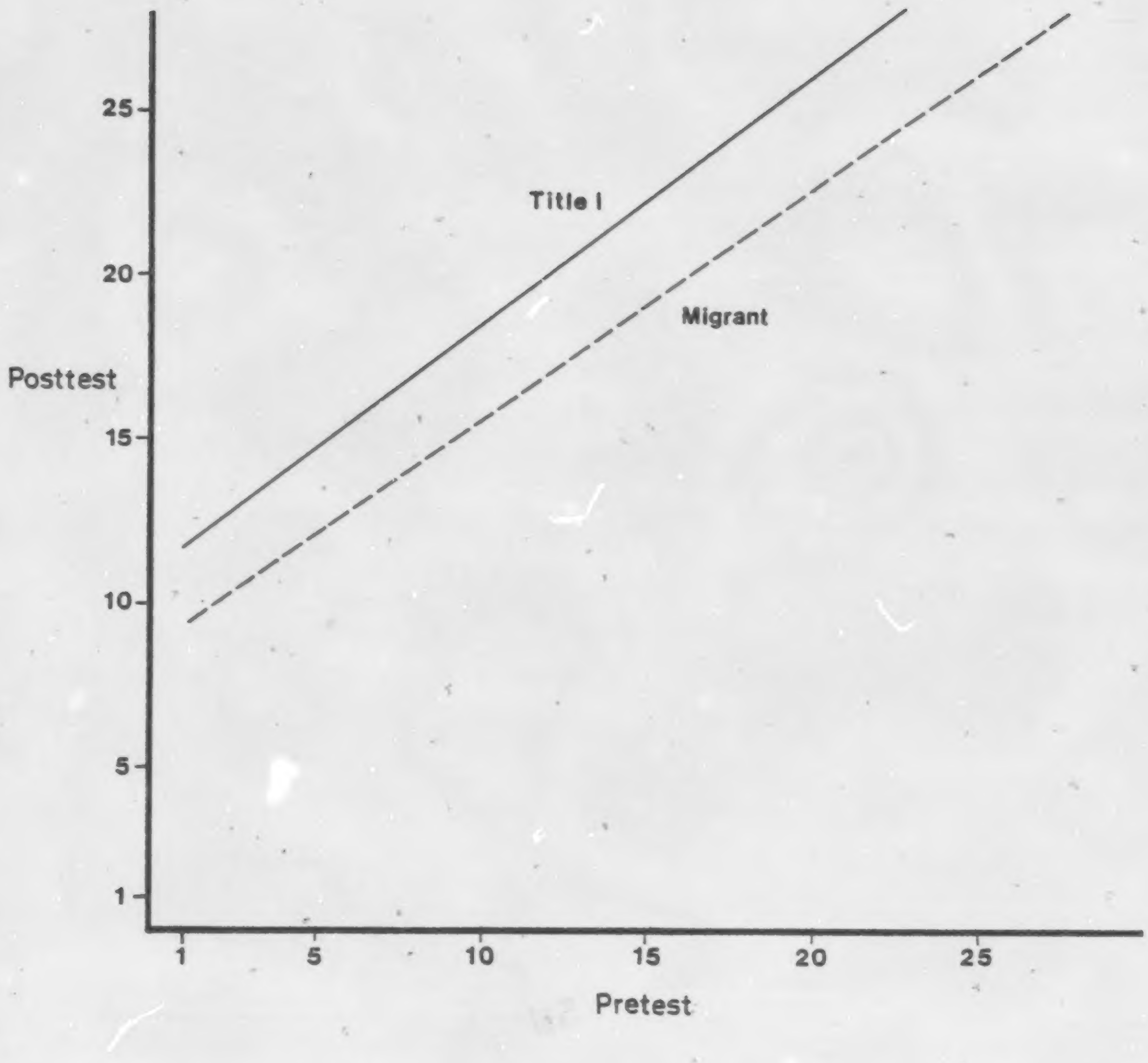

Figure B-3. COMPARISON OF TOBE RAW SCORE GAINS BY TITLE I AND MIGRANT PRE-KINDERGARTEN STUDENTS (N = 99, TITLE I; N = 74, MIGRANT).

		Pretest		Posttest			Test of Equivalent...					
							Slopes			Intercepts		
Class	N	Mean	SD	Mean	SD	Gain	df	F	p	df	F	p
1	18	10.2	3.2	21.4	6.2	11.2	5,87	0.816	0.54	5,97	13.14	.0001
2	17	13.1	3.3	20.2	2.9	7.2						
3	15	8.0	2.7	11.1	3.5	3.1						
4	11	11.5	2.9	17.3	4.1	5.8						
5	18	11.7	3.3	22.5	3.8	10.8						
6	20	10.0	4.2	19.7	3.9	9.7						

Figure B-4. COMPARISON OF TOBE GAINS BY TITLE I EARLY CHILDHOOD CLASSES.

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Attachment B-1
(Page 2 of 4)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 1, 1979

TO: Title I Early Childhood Teachers

FROM: David Doss DD

SUBJECT: Practice Materials For TOBE Testing

Enclosed are practice materials to help you prepare your students for taking the TOBE. The following should be enclosed.

1 copy of the TOBE Examiner's Manual
1 set of instructions for practice testing
21 copies of the practice test.

Cardboard screens are also included for those who need them.

Please give your students a chance to practice a few days prior to the testing. According to our schedule, we will be testing in your class on October _____ at _____. Proctors from our office will arrive approximately 15 minutes before the scheduled testing time. They will bring all testing materials at that time.

Administer the practice test following the instructions on the attached page. Be sure to use the cardboard screens during the practice testing.

Familiarize yourself thoroughly with the test manual, especially pages 16-17 and 30-32, before the date for pretesting.

Approved: Jonathan Curtis
Senior Evaluator for Compensatory Education Programs

Approved: Freda M. Holley
Director of Office of Research and Evaluation

Approved: Borden
Director of Elementary Education

DD:lfs

cc: Principals with Pre-K Classes
Lee Laws
Timy Baranoff

GENERAL DIRECTIONS FOR ADMINISTERING THE TOBE PRACTICE TEST

1) When the group has settled in and you have everyone's attention,

SAY: *I am going to give you a book.*

Distribute to each child the appropriate test booklet. (Do not distribute the pencils at this time. This will help to prevent the children from making any premature marks on the test booklets).

2) When the group is ready to begin.

SAY: *Everybody has a book. It looks like this. See my book.* (Point to your booklet). *Point to your book. Good.*

We are going to use the book to do some work. I will tell you some rules you must follow. Pay attention to these rules. You must not give your book to anybody else. You must not show your book to anybody else. You must not look at anybody else's book. You must not talk. I want you to do everything I tell you and do a very good job.

Open your book to the first page. Leave your book like this on the table in front of you. Do not move it.

Now I am going to give each of you a pencil. Do not pick it up now. You must not make any marks in your book until I show you how.

3) SAY: *I am going to mark something. First, I am going to show you how to mark.* (Hold up the booklet turned to the page which is numbered D1). *Look at the four boxes.* (The examiner should point to each box from left to right). *See the box with the cat. I am going to mark it with my pencil like this.* (Make a long vertical mark through the box showing the cat). *See the mark I made. Now pick up your pencil and*

(D1) MARK THE BOX WITH THE CAT.

Make a mark like mine.

Allow enough time for the children to mark. Check to see that all children are making the correct mark and assist them if necessary. Then,

SAY: *Good. Put your pencil down. This is the only kind of mark you can make in this book. Don't make any other kind of mark. This is not a coloring book. It is a marking book. If you want to change a mark after you have made it, hold up your hand.*

Turn the page. (Check to see that all the children turn to the correct page). *See the four pictures. Look at all the pictures. Pick up your pencil. Think carefully about what I tell you to do.*

(D2) MARK THE BOX WITH THE TREE.

Allow time for the children to mark. Then,

SAY: *Good. Put your pencil down. Turn the page. Pick up your pencil and*

(1) MARK THE BOX WITH THE PIG.

Put your pencil down. Turn the page. Pick up your pencil.

(2) MARK THE BOX WITH THE DOG.

Repeat the directions for turning pages and picking up and putting down pencils at the appropriate places between directions for the test items.

(3) MARK THE ELEPHANT.

(4) MARK THE AIRPLANE.

(5) MARK THE CLOWN.

(6) MARK THE BEAR.

(7) MARK THE LADY.

(8) MARK THE CHRISTMAS TREE.

(9) MARK THE TREE THAT FELL DOWN.

When the last item has been completed, ask your students to put down their pencils, close their books and turn them over where they can see the hand with the pencil.

You may review the test with the students if you wish, making sure they understood the directions and made the marks correctly.

FREQUENCY DISTRIBUTION OF PRETEST, POSTTEST, AND GAIN SCORES FOR TITLE I PRE-KINDERGARTEN STUDENTS WITH BOTH PRETEST AND POSTTEST SCORES

```
     79.23
PRE-K 1979-80 -- PRE-POST TOBE RAW SCORES

FREQUENCY DISTRIBUTION FOR VARIABLE # 1 (PRETEST -- TOBE      )

                          RELATIVE  ADJUSTED  CUMULATIVE
              ABSOLUTE      FREQ      FREQ       FREQ
   CODE         FREQ       (PCT.)    (PCT.)     (PCT.)

     4.          3.          3.0       3.0        3.0

     5.          4.          4.0       4.0        7.1

     6.          2.          2.0       2.0        9.1

     7.         15.         15.2      15.2       24.2

     8.          5.          5.1       5.1       29.3

     9.         10.         10.1      10.1       39.4

    10.          9.          9.1       9.1       48.5

    11.         13.         13.1      13.1       61.6

    12.          8.          8.1       8.1       69.7

    13.          6.          6.1       6.1       75.8

    14.          6.          6.1       6.1       81.8

    15.          6.          6.1       6.1       87.9

    16.          7.          7.1       7.1       94.9

    17.          3.          3.0       3.0       98.0

    19.          1.          1.0       1.0       99.0

    20.          1.          1.0       1.0      100.0

  TOTAL         99.        100.0     100.0

VALID CASES=    99
MISSING CASES=     0

MEAN=    10.7273          VARIANCE=    13.0371
STD. DEV=     3.6107      STD. ERR=     0.3629
MAXIMUM=   20.0000        MINIMUM=     4.0000
RANGE=   17.0000
```

Attachment B-2
(Page 3 of 4)

```
      79.23
PRE-K 1979-80 -- PRE-POST TOBE RAW SCORES

FREQUENCY DISTRIBUTION FOR VARIABLE # 2 (POSTTEST -- TOBE     )

                          RELATIVE  ADJUSTED  CUMULATIVE
               ABSOLUTE     FREQ      FREQ       FREQ
   CODE          FREQ      (PCT.)    (PCT.)     (PCT.)

     7.           2.        2.0       2.0        2.0

     8.           3.        3.0       3.0        5.1

     9.           1.        1.0       1.0        6.1

    10.           5.        5.1       5.1       11.1

    11.           2.        2.0       2.0       13.1

    12.           2.        2.0       2.0       15.2

    13.           2.        2.0       2.0       17.2

    14.           2.        2.0       2.0       19.2

    15.           7.        7.1       7.1       26.3

    16.           4.        4.0       4.0       30.3

    17.           8.        8.1       8.1       38.4

    18.           5.        5.1       5.1       43.4

    19.           5.        5.1       5.1       48.5

    20.           7.        7.1       7.1       55.6

    21.           5.        5.1       5.1       60.6

    22.           7.        7.1       7.1       67.7

    23.           8.        8.1       8.1       75.8

    24.           5.        5.1       5.1       80.8

    25.           8.        8.1       8.1       88.9

    26.           5.        5.1       5.1       93.9

    27.           4.        4.0       4.0       98.0

    28.           2.        2.0       2.0      100.0

  TOTAL          99.      100.0     100.0

VALID CASES=    99
MISSING CASES=     0

MEAN=    19.0303            VARIANCE=    30.4378
STD. DEV=     5.5171        STD. ERR=     0.5545
MAXIMUM=   28.0000          MINIMUM=     7.0000
RANGE=   22.0000
```

```
     79.23
PRE-K 1979-80 -- PRE-POST TOBE RAW SCORES
```

Attachment B-2
(Page 4 of 4)

```
FREQUENCY DISTRIBUTION FOR VARIABLE # 3 (GAINS -- TOBE          )

                           RELATIVE  ADJUSTED  CUMULATIVE
                ABSOLUTE     FREQ      FREQ       FREQ
   CODE           FREQ      (PCT.)    (PCT.)     (PCT.)

    -3.            1.        1.0       1.0        1.0

    -2.            3.        3.0       3.0        4.0

     0.            2.        2.0       2.0        6.1

     2.            1.        1.0       1.0        7.1

     3.            7.        7.1       7.1       14.1

     4.            8.        8.1       8.1       22.2

     5.            7.        7.1       7.1       29.3

     6.           10.       10.1      10.1       39.4

     7.            7.        7.1       7.1       46.5

     8.            5.        5.1       5.1       51.5

     9.            7.        7.1       7.1       58.6

    10.            8.        8.1       8.1       66.7

    11.           13.       13.1      13.1       79.8

    12.            4.        4.0       4.0       83.8

    13.            3.        3.0       3.0       86.9

    14.            3.        3.0       3.0       89.9

    16.            2.        2.0       2.0       91.9

    17.            3.        3.0       3.0       94.9

    18.            2.        2.0       2.0       97.0

    19.            2.        2.0       2.0       99.0

    20.            1.        1.0       1.0      100.0

  TOTAL           99.      100.0     100.0

VALID CASES=    99
MISSING CASES=     0

MEAN=     8.3030          VARIANCE=    23.9635
STD. DEV=     4.8953      STD. ERR=     0.4920
MAXIMUM=   20.0000        MINIMUM=    -3.0000
RANGE=   24.0000
```

COMPARISON OF TITLE I AND TITLE I MIGRANT STUDENTS TESTED IN ENGLISH WITH THE TOBE

Variables	Description
1	TOBE raw score, April, 1980.
2	TOBE raw score, October, 1979.
3	TOBE raw score, October, 1979, if Title I; 0, otherwise.
4	TOBE raw score, October, 1979, if Title I Migrant; 0, otherwise.
5	1 if Title I; 0, otherwise.

```
     *** OUTPUT FROM PROGRAM REGRAN ***

TITLE IMMIGRANT TOBE COMPARISONS 1979-1980 (KIDS TESTED IN ENGLISH)

PARAMETERS
COL  1- 5 =      5
COL  6-10 =    173
COL 11-15 =      3
COL 16-20 =      2
COL 21-25 =      1

DATA FORMAT = (A4,5F5.0)


INTERCORRELATION ANALYSIS.


MEANS               1           2            3            4            5
                 17.6474     10.4509       6.1387       4.3121       0.5723


SIGMAS              1           2            3            4            5
                  5.3347      3.5013       5.9626       5.4460   [illegible]


R MATRIX            1           2            3            4            5

       1          1.0000      0.5043       0.4406      -0.1582       0.2998

       2          0.5043      1.0000       0.4350       0.1667       0.0913

       3          0.4406      0.4350       1.0000      -0.8153       0.8901

       4         -0.1582      0.1667      -0.8153       1.0000      -0.9160

       5          0.2998      0.0913       0.8901      -0.9160       1.0000
```

```
MODEL   1 M1  CRITERION =  1

PREDICTORS =  3- 5

R = 0.5651     RSQ = 0.3194          27 ITERATIONS.

  V      BETA        B
  3    0.8449     0.7559
  4    0.7101     0.6957
  5    0.1982     2.1376
REG. CONST. =     8.7835


MODEL   2 M2  CRITERION =  1

PREDICTORS =  2- 2  5- 5
P =  2   RSQ = 0.2543
P =  5   RSQ = 0.3192

R = 0.5650     RSQ = 0.3192          2 ITERATIONS.

  V      BETA        B
  2    0.4809     0.7327
  5    0.2559     2.7595
REG. CONST. =     8.4106
```

```
MODEL   3 M3  CRITERION =  1

PREDICTORS =  2- 2
P =  2   RSQ = 0.2543

R = 0.5043      RSQ = 0.2543          1 ITERATIONS.

  V      BETA       B
  2    0.5043    0.7683
REG. CONST. =    9.6177


F-TEST  1   MODEL 1 VS MODEL 2
RSQ FULL =     0.3194     MODEL  1
RSQ REDUCED = 0.3192     MODEL  2
DIFFERENCE =  0.0001
DFN =  1.      DFD =  169.     F-RATIO =   0.028   P = 0.8624

F-TEST  2   MODEL 2 VS MODEL 3
RSQ FULL =     0.3192     MODEL  2
RSQ REDUCED = 0.2543     MODEL  3
DIFFERENCE =  0.0650
DFN =  1.      DFD =  170.     F-RATIO =  16.219   P = 0.0002
```

Attachment B-3
(Page 4 of 4)

TITLE I/TITLE I MIGRANT COMPARISON WITH ETHNICITY (MEXICAN AMERICAN VS OTHER) AS A COVARIATE

Variable	Description
1	TOBE raw score, April, 1980.
2	TOBE raw score, October, 1979.
3	TOBE raw score, October, 1979, if Title I; 0, otherwise.
4	TOBE raw score, October, 1979, if Title I Migrant; 0, otherwise.
5	1 if Mexican American; 0, otherwise.
6	1 if Title I; 0, otherwise.

Models

1 $1 = U + 3 + 4 + 5 + 6$

2 $1 = U + 2 + 5 + 6$

3 $1 = U + 2 + 6$

4 $1 = U + 2 + 5$

Comparisons:

a. Model 1 vs Model 2*: Test for equivalent slopes for four groups (Mexican-American Title I, other Title I, Mexican-American Migrant, and other Migrant).

b. Model 2 vs Model 3: Comparison of intercepts with ethnicity removed as a variable.

c. Model 2 vs Model 4: Comparison of intercepts with Title I status removed as a variable.

* Note that the R values for Models 1 and 2 are the same. The program could not compute an F value under such circumstances.

79.23

```
     *** OUTPUT FROM PROGRAM REGRAN ***

TITLE I/MIGRANT TOBE COMPARISONS 1979-1980

PARAMETERS
COL  1- 5 =     6
COL  6-10 =   173
CCL 11-15 =     5
COL 16-20 =     6
CCL 21-25 =     1

DATA FORMAT = (A4,6F5.0)


INTERCORRELATION ANALYSIS.


MEANS             1          2          3          4          5          6
            17.6474    10.4509     6.1387     4.3121     0.5318     0.5723


SIGMAS            1          2          3          4          5          6
             5.3347     3.5013     5.9626     5.4450     0.4990     0.4948


R MATRIX          1          2          3          4          5          6

       1     1.0000     0.5043     0.4406    -0.1582    -0.1424     0.2998

       2     0.5043     1.0000     0.4350     0.1667     0.0414     0.0913

       3     0.4406     0.4350     1.0000    -0.8153    -0.5940     0.8901

       4    -0.1582     0.1667    -0.8153     1.0000     0.6771    -0.9160

       5    -0.1424     0.0414    -0.5940     0.6771     1.0000    -0.7410

       6     0.2998     0.0913     0.8901    -0.9160    -0.7410     1.0000
```

Attachment B-4
(Page 2 of 4)

```
MODEL   1 M1  CRITERION =  1

PREDICTORS =   3- 6
R = 0.5665      RSQ = 0.3209        32 ITERATIONS.

   V       BETA        B
   3     0.8343     0.7464
   4     0.7088     0.6944
   5     0.0540     0.5778
   6     0.2440     2.6305
REG. CONST. =       8.2584


MODEL   2 M2  CRITERION =  1

PREDICTORS =   2- 2  5- 6
P =  2   RSQ = 0.2543
P =  6   RSQ = 0.3192
P =  5   RSQ = 0.3201
P =  2   RSQ = 0.3206
P =  5   RSQ = 0.3208
P =  2   RSQ = 0.3209
P =  5   RSQ = 0.3209
P =  2   RSQ = 0.3209

R = 0.5665      RSQ = 0.3209         8 ITERATIONS.

   V       BETA        B
   2     0.4745     0.7230
   5     0.0577     0.6164
   6     0.2997     3.2315
REG. CONST. =       7.9144
```

```
MODEL  3 M3  CRITERION =  1

PREDICTORS =  2- 2  6- 6
P =  2   RSQ = 0.2543
P =  6   RSQ = 0.3192

R = 0.5650     RSQ = 0.3192         2 ITERATIONS.

  V       BETA        B
  2    0.4809    0.7327
  6    0.2559    2.7595
REG. CONST. =    8.4106


MODEL  4 M4  CRITERION =  1

PREDICTORS =  2- 2  5- 5
P =  2   RSQ = 0.2543
P =  5   RSQ = 0.2810

R = 0.5301     RSQ = 0.2810         2 ITERATIONS.

  V       BETA        B
  2    0.5110    0.7787
  5   -0.1635   -1.7483
REG. CONST. =   10.4395

F-TEST  1   MODEL 2 VS MODEL 3
RSQ FULL =     0.3209     MODEL  2
RSQ REDUCED = 0.3192     MODEL  3
DIFFERENCE =  0.0017
DFN =  1.      DFD =  169.     F-RATIO =    0.422   P = 0.5241

F-TEST  2   MODEL 2 VS MODEL 4
RSQ FULL =     0.3209     MODEL  2
RSQ REDUCED = 0.2810     MODEL  4
DIFFERENCE =  0.0399
DFN =  1.      DFD =  169.     F-RATIO =    9.942   P = 0.0023
```

Attachment B-4
(Page 4 of 4)

FREQUENCY DISTRIBUTIONS OF TOBE PRETEST, POSTTEST, AND GAIN SCORES BY TITLE I EARLY CHILDHOOD CLASS

79.23
DISTRIBUTION OF 79-80 TOBE SCORES FOR CLASS #1

```
FREQUENCY DISTRIBUTION FOR VARIABLE # 1 (TOBE PRETEST SCORE  )

                        RELATIVE  ADJUSTED  CUMULATIVE
             ABSOLUTE     FREQ      FREQ       FREQ
   CODE        FREQ      (PCT.)    (PCT.)     (PCT.)

     5.          1.        5.6       5.6        5.6

     7.          4.       22.2      22.2       27.8

     8.          1.        5.6       5.6       33.3

     9.          2.       11.1      11.1       44.4

    10.          2.       11.1      11.1       55.6

    11.          3.       16.7      16.7       72.2

    13.          2.       11.1      11.1       83.3

    14.          1.        5.6       5.6       88.9

    16.          2.       11.1      11.1      100.0

  TOTAL         18.      100.0     100.0

VALID CASES=    18
MISSING CASES=     0

MEAN=    10.2222          VARIANCE=    10.3007
STD. DEV=     3.2095      STD. ERR=     0.7565
MAXIMUM=   16.0000        MINIMUM=     5.0000
RANGE=   12.0000
```

```
        79.23
DISTRIBUTION OF 79-80 TOBE SCORES FOR  CLASS #1

FREQUENCY DISTRIBUTION FOR VARIABLE # 2 (TOBE POSTTEST SCORE )

                          RELATIVE  ADJUSTED  CUMULATIVE
               ABSOLUTE     FREQ      FREQ       FREQ
     CODE        FREQ      (PCT.)    (PCT.)     (PCT.)

       8.         1.         5.6       5.6        5.6

      10.         1.         5.6       5.6       11.1

      12.         1.         5.6       5.6       16.7

      16.         1.         5.6       5.6       22.2

      18.         1.         5.6       5.6       27.8

      21.         2.        11.1      11.1       38.9

      22.         1.         5.6       5.6       44.4

      23.         2.        11.1      11.1       55.6

      24.         1.         5.6       5.6       61.1

      25.         1.         5.6       5.6       66.7

      26.         2.        11.1      11.1       77.8

      27.         2.        11.1      11.1       88.9

      28.         2.        11.1      11.1      100.0

    TOTAL        18.       100.0     100.0

VALID CASES=   18
MISSING CASES=     0

MEAN=    21.3889          VARIANCE=    38.6046
STD. DEV=     6.2133      STD. ERR=     1.4645
MAXIMUM=   28.0000        MINIMUM=     8.0000
RANGE=   21.0000
```

```
       79.23
DISTRIBUTION OF 79-80 TOBE SCORES FOR CLASS #1

FREQUENCY DISTRIBUTION FOR VARIABLE # 3 (TOBE GAIN SCORE          )

                          RELATIVE   ADJUSTED   CUMULATIVE
                ABSOLUTE    FREQ       FREQ        FREQ
       CODE       FREQ     (PCT.)     (PCT.)      (PCT.)

        -2.        1.        5.6        5.6         5.6

         3.        1.        5.6        5.6        11.1

         5.        1.        5.6        5.6        16.7

         6.        1.        5.6        5.6        22.2

         8.        2.       11.1       11.1        33.3

         9.        2.       11.1       11.1        44.4

        10.        1.        5.6        5.6        50.0

        11.        2.       11.1       11.1        61.1

        13.        1.        5.6        5.6        66.7

        16.        1.        5.6        5.6        72.2

        18.        2.       11.1       11.1        83.3

        19.        2.       11.1       11.1        94.4

        20.        1.        5.6        5.6       100.0

      TOTAL       18.      100.0      100.0

VALID CASES=    18
MISSING CASES=     0

MEAN=    11.1667          VARIANCE=    38.6176
STD. DEV=      6.2143     STD. ERR=     1.4647
MAXIMUM=    20.0000       MINIMUM=    -2.0000
RANGE=    23.0000
```

79.23
DISTRIBUTION OF 79-80 TOBE SCORES FOR CLASS #2

```
FREQUENCY DISTRIBUTION FOR VARIABLE # 1 (TOBE PRETEST SCORE  )

                        RELATIVE  ADJUSTED  CUMULATIVE
             ABSOLUTE     FREQ      FREQ       FREQ
    CODE       FREQ      (PCT.)    (PCT.)     (PCT.)

      6.         1.        5.9       5.9        5.9

      8.         1.        5.9       5.9       11.8

     10.         1.        5.9       5.9       17.6

     11.         2.       11.8      11.8       29.4

     12.         3.       17.6      17.6       47.1

     14.         2.       11.8      11.8       58.8

     15.         3.       17.6      17.6       76.5

     16.         3.       17.6      17.6       94.1

     19.         1.        5.9       5.9      100.0

   TOTAL        17.      100.0     100.0

VALID CASES=    17
MISSING CASES=     0

MEAN=    13.0588          VARIANCE=    10.6838
STD. DEV=     3.2686      STD. ERR=     0.7928
MAXIMUM=   19.0000        MINIMUM=     6.0000
RANGE=    14.0000
```

```
        79.23
DISTRIBUTION OF 79-80 TOBE SCORES FOR CLASS #2

FREQUENCY DISTRIBUTION FOR VARIABLE # 2 (TOBE POSTTEST SCORE )

                            RELATIVE   ADJUSTED   CUMULATIVE
                ABSOLUTE      FREQ       FREQ        FREQ
      CODE        FREQ       (PCT.)     (PCT.)      (PCT.)

       16.         1.          5.9        5.9         5.9

       17.         3.         17.6       17.6        23.5

       18.         1.          5.9        5.9        29.4

       19.         2.         11.8       11.8        41.2

       20.         4.         23.5       23.5        64.7

       22.         2.         11.8       11.8        76.5

       23.         1.          5.9        5.9        82.4

       24.         1.          5.9        5.9        88.2

       25.         2.         11.8       11.8       100.0

     TOTAL        17.        100.0      100.0

VALID CASES=    17
MISSING CASES=     0

MEAN=    20.2353            VARIANCE=     8.1912
STD. DEV=      2.8620       STD. ERR=     0.6941
MAXIMUM=   25.0000          MINIMUM=   16.0000
RANGE=   10.0000
```

```
        79.23
DISTRIBUTION OF 79-80 TOBE SCORES FOR CLASS # 2

FREQUENCY DISTRIBUTION FOR VARIABLE # 3 (TOBE GAIN SCORE      )

                          RELATIVE  ADJUSTED  CUMULATIVE
              ABSOLUTE      FREQ      FREQ       FREQ
   CODE         FREQ       (PCT.)    (PCT.)     (PCT.)

     2.          1.          5.9       5.9        5.9

     3.          1.          5.9       5.9       11.8

     4.          2.         11.8      11.8       23.5

     5.          2.         11.8      11.8       35.3

     6.          3.         17.6      17.6       52.9

     7.          1.          5.9       5.9       58.8

     9.          2.         11.8      11.8       70.6

    10.          1.          5.9       5.9       76.5

    11.          3.         17.6      17.6       94.1

    13.          1.          5.9       5.9      100.0

  TOTAL         17.        100.0     100.0

VALID CASES=   17
MISSING CASES=    0

MEAN=    7.1765          VARIANCE=   10.6544
STD. DEV=    3.2641      STD. ERR=    0.7917
MAXIMUM=   13.0000       MINIMUM=    2.0000
RANGE=   12.0000
```

79.23

```
DISTRIBUTION OF 79-80 TOBE SCORES FOR CLASS #3

FREQUENCY DISTRIBUTION FOR VARIABLE # 1 (TOBE PRETEST SCORE  )

                         RELATIVE  ADJUSTED  CUMULATIVE
             ABSOLUTE      FREQ      FREQ       FREQ
   CODE        FREQ       (PCT.)    (PCT.)     (PCT.)

     4.          1.         6.7       6.7        6.7

     5.          1.         6.7       6.7       13.3

     6.          1.         6.7       6.7       20.0

     7.          5.        33.3      33.3       53.3

     8.          1.         6.7       6.7       60.0

     9.          1.         6.7       6.7       66.7

    10.          3.        20.0      20.0       86.7

    11.          1.         6.7       6.7       93.3

    12.          1.         6.7       6.7      100.0

  TOTAL         15.       100.0     100.0

VALID CASES=    15
MISSING CASES=     0

MEAN=     8.0000            VARIANCE=     5.1429
STD. DEV=     2.2678        STD. ERR=     0.5855
MAXIMUM=   12.0000          MINIMUM=    4.0000
RANGE=    9.0000
```

```
        79.23
DISTRIBUTION OF 79-80 TOBE SCORES FOR CLASS #3

FREQUENCY DISTRIBUTION FOR VARIABLE # 2 (TOBE POSTTEST SCORE )

                        RELATIVE   ADJUSTED   CUMULATIVE
             ABSOLUTE     FREQ       FREQ        FREQ
   CODE        FREQ      (PCT.)     (PCT.)     (PC[illegible])

     7.          2.       13.3       13.3        13.3

     8.          2.       13.3       13.3        26.7

     9.          1.        6.7        6.7        33.3

    10.          3.       20.0       20.0        53.3

    11.          2.       13.3       13.3        66.7

    12.          1.        6.7        6.7        73.3

    13.          1.        6.7        6.7        80.0

    16.          1.        6.7        6.7        86.7

    17.          1.        6.7        6.7        93.3

    18.          1.        6.7        6.7       100.0

  TOTAL         15.      100.0      100.0

VALID CASES=    15
MISSING CASES=     0

MEAN=    11.1333          VARIANCE=    12.2667
STD. DEV=     3.5024      STD. ERR=     0.9043
MAXIMUM=   18.0000        MINIMUM=      7.0000
RANGE=   12.0000
```

79.23

DISTRIBUTION OF 79-80 TOBE SCORES FOR CLASS #3

```
FREQUENCY DISTRIBUTION FOR VARIABLE # 3 (TOBE GAIN SCORE       )

                         RELATIVE   ADJUSTED   CUMULATIVE
              ABSOLUTE     FREQ       FREQ        FREQ
    CODE        FREQ      (PCT.)     (PCT.)      (PCT.)

     -3.         1.         6.7        6.7         6.7

     -2.         2.        13.3       13.3        20.0

      0.         2.        13.3       13.3        33.3

      3.         3.        20.0       20.0        53.3

      4.         3.        20.0       20.0        73.3

      5.         1.         6.7        6.7        80.0

      7.         1.         6.7        6.7        86.7

      9.         1.         6.7        6.7        93.3

     12.         1.         6.7        6.7       100.0

   TOTAL        15.       100.0      100.0

VALID CASES=    15
MISSING CASES=     0

MEAN=     3.1333            VARIANCE=    17.4095
STD. DEV=     4.1725        STD. ERR=     1.0773
MAXIMUM=   12.0000          MINIMUM=    -3.0000
RANGE=   16.0000
```

```
      79.23
DISTRIBUTION OF 79-80 TOBE SCORES FOR  CLASS #4

FREQUENCY DISTRIBUTION FOR VARIABLE # 1 (TOBE PRETEST SCORE  )

                          RELATIVE  ADJUSTED  CUMULATIVE
              ABSOLUTE      FREQ      FREQ       FREQ
   CODE         FREQ       (PCT.)    (PCT.)     (PCT.)

     7.          1.          9.1       9.1        9.1

     9.          2.         18.2      18.2       27.3

    10.          2.         18.2      18.2       45.5

    11.          1.          9.1       9.1       54.5

    12.          1.          9.1       9.1       63.6

    13.          2.         18.2      18.2       81.8

    15.          1.          9.1       9.1       90.9

    17.   [illegible]        9.1       9.1      100.0

  TOTAL         11.        100.0     100.0

VALID CASES=    11
MISSING CASES=     0

MEAN=    11.4545           VARIANCE=     8.4727
STD. DEV=     2.9108       STD. ERR=    0.8776
MAXIMUM=   17.0000         MINIMUM=     7.0000
RANGE=   11.0000
```

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```
     79.23
DISTRIBUTION OF 79-80 TOBE SCORES FOR CLASS #4

FREQUENCY DISTRIBUTION FOR VARIABLE # 2 (TOBE POSTTEST SCORE )

                          RELATIVE  ADJUSTED  CUMULATIVE
                ABSOLUTE    FREQ      FREQ       FREQ
     CODE         FREQ     (PCT.)    (PCT.)     (PCT.)

      10.          1.        9.1       9.1        9.1

      14.          1.        9.1       9.1       18.2

      15.          4.       36.4      36.4       54.5

      19.          1.        9.1       9.1       63.6

      21.          2.       18.2      18.2       81.8

      22.          1.        9.1       9.1       90.9

      23.          1.        9.1       9.1      100.0

    TOTAL         11.      100.0     100.0

VALID CASES=    11
MISSING CASES=     0

MEAN=    17.2727          VARIANCE=    17.0182
STD. DEV=     4.1253      STD. ERR=     1.2438
MAXIMUM=   23.0000        MINIMUM=   10.0000
RANGE=   14.0000
```

```
     79.23
DISTRIBUTION OF 79-80 TOBE SCORES FOR  CLASS #4

FREQUENCY DISTRIBUTION FOR VARIABLE # 3 (TOBE GAIN SCORE        )

                            RELATIVE  ADJUSTED  CUMULATIVE
                 ABSOLUTE     FREQ      FREQ       FREQ
   CODE            FREQ      (PCT.)    (PCT.)     (PCT.)

     3.             2.        18.2      18.2       18.2

     4.             3.        27.3      27.3       45.5

     6.             3.        27.3      27.3       72.7

     7.             1.         9.1       9.1       81.8

    10.             1.         9.1       9.1       90.9

    11.             1.         9.1       9.1      100.0

  TOTAL            11.       100.0     100.0

VALID CASES=    11
MISSING CASES=      0

MEAN=     5.8182          VARIANCE=     7.1636
STD. DEV=     2.6765      STD. ERR=     0.8070
MAXIMUM=    11.0000       MINIMUM=    3.0000
RANGE=    9.0000
```

DISTRIBUTION OF 79-80 TOBE SCORES FOR CLASS #5

```
FREQUENCY DISTRIBUTION FOR VARIABLE # 1 (TOBE PRETEST SCORE  )

                          RELATIVE   ADJUSTED   CUMULATIVE
              ABSOLUTE      FREQ       FREQ        FREQ
    CODE        FREQ       (PCT.)     (PCT.)      (PCT.)

      7.          2.        11.1       11.1        11.1

      8.          1.         5.6        5.6        16.7

      9.          3.        16.7       16.7        33.3

     10.          1.         5.6        5.6        38.9

     11.          3.        16.7       16.7        55.6

     12.          1.         5.6        5.6        61.1

     13.          1.         5.6        5.6        66.7

     14.          1.         5.6        5.6        72.2

     15.          2.        11.1       11.1        83.3

     16.          1.         5.6        5.6        88.9

     17.          2.        11.1       11.1       100.0

   TOTAL         18.       100.0      100.0

VALID CASES=    18
MISSING CASES=     0

MEAN=    11.7222           VARIANCE=     11.0359
STD. DEV=     3.3220       STD. ERR=      0.7830
MAXIMUM=   17.0000         MINIMUM=     7.0000
RANGE=   11.0000
```

79.23

```
DISTRIBUTION OF 79-80 TOBE SCORES FOR CLASS #5

FREQUENCY DISTRIBUTION FOR VARIABLE # 2 (TOBE POSTTEST SCORE )

                           RELATIVE  ADJUSTED  CUMULATIVE
                ABSOLUTE     FREQ      FREQ       FREQ
   CODE           FREQ      (PCT.)    (PCT.)     (PCT.)

    15.            1.        5.6       5.6        5.6

    17.            2.       11.1      11.1       16.7

    18.            1.        5.6       5.6       22.2

    19.            1.        5.6       5.6       27.8

    21.            1.        5.6       5.6       33.3

    22.            2.       11.1      11.1       44.4

    23.            1.        5.6       5.6       50.0

    24.            1.        5.6       5.6       55.6

    25.            3.       16.7      16.7       72.2

    26.            3.       16.7      16.7       88.9

    27.            2.       11.1      11.1      100.0

  TOTAL           18.      100.0     100.0

VALID CASES=    18
MISSING CASES=     0

MEAN=    22.5000            VARIANCE=    14.7353
STD. DEV=     3.8387        STD. ERR=     0.9048
MAXIMUM=   27.0000          MINIMUM=   15.0000
RANGE=   13.0000
```

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```
    79.23
DISTRIBUTION OF 79-80 TOBE SCORES FOR  CLASS #5

FREQUENCY DISTRIBUTION FOR VARIABLE # 3 (TOBE GAIN SCORE       )

                           RELATIVE  ADJUSTED  CUMULATIVE
                 ABSOLUTE    FREQ      FREQ       FREQ
      CODE         FREQ     (PCT.)    (PCT.)     (PCT.)

        6.           1.       5.6       5.6        5.6

        8.           3.      16.7      16.7       22.2

        9.           2.      11.1      11.1       33.3

       10.           4.      22.2      22.2       55.6

       11.           3.      16.7      16.7       72.2

       12.           1.       5.6       5.6       77.8

       14.           2.      11.1      11.1       88.9

       16.           1.       5.6       5.6       94.4

       17.           1.       5.6       5.6      100.0

     TOTAL          18.     100.0     100.0

VALID CASES=   18
MISSING CASES=    0

MEAN=    10.7778          VARIANCE=     8.4183
STD. DEV=      2.9014     STD. ERR=     0.6839
MAXIMUM=   17.0000        MINIMUM=    6.0000
RANGE=   12.0000
```

```
       79.23
DISTRIBUTION OF 79-80 TOBE SCORES FOR  CLASS #6

FREQUENCY DISTRIBUTION FOR VARIABLE # 1 (TOBE PRETEST SCORE  )

                          RELATIVE  ADJUSTED  CUMULATIVE
               ABSOLUTE     FREQ      FREQ       FREQ
    CODE         FREQ      (PCT.)    (PCT.)     (PCT.)

      4.          2.        10.0      10.0       10.0

      5.          2.        10.0      10.0       20.0

      7.          3.        15.0      15.0       35.0

      8.          1.         5.0       5.0       40.0

      9.          2.        10.0      10.0       50.0

     11.          3.        15.0      15.0       65.0

     12.          2.        10.0      10.0       75.0

     13.          1.         5.0       5.0       80.0

     14.          2.        10.0      10.0       90.0

     16.          1.         5.0       5.0       95.0

     20.          1.         5.0       5.0      100.0

   TOTAL         20.       100.0     100.0

VALID CASES=    20
MISSING CASES=     0

MEAN=     9.9500          VARIANCE=   18.0500
STD. DEV=     4.2485      STD. ERR=     0.9500
MAXIMUM=   20.0000        MINIMUM=    4.0000
RANGE=   17.0000
```

79.23

```
DISTRIBUTION OF 79-80 TCBE SCORES FOR  CLASS #6

FREQUENCY DISTRIBUTION FOR VARIABLE # 2 (TOBE POSTTEST SCORE )

                          RELATIVE  ADJUSTED  CUMULATIVE
               ABSOLUTE     FREQ      FREQ       FREQ
     CODE        FREQ      (PCT.)    (PCT.)     (PCT.)

      13.         1.         5.0       5.0        5.0

      14.         1.         5.0       5.0       10.0

      15.         2.        10.0      10.0       20.0

      16.         1.         5.0       5.0       25.0

      17.         2.        10.0      10.0       35.0

      18.         1.         5.0       5.0       40.0

      19.         1.         5.0       5.0       45.0

      20.         3.        15.0      15.0       60.0

      22.         1.         5.0       5.0       65.0

      23.         3.        15.0      15.0       80.0

      24.         2.        10.0      10.0       90.0

      25.         2.        10.0      10.0      100.0

    TOTAL        20.       100.0     100.0

VALID CASES=    20
MISSING CASES=     0

MEAN=    19.6500          VARIANCE=   14.9763
STD. DEV=     3.8699      STD. ERR=     0.8653
MAXIMUM=   25.0000        MINIMUM=   13.0000
RANGE=   13.0000
```

79.23

```
DISTRIBUTION OF 79-80 TOBE SCORES FOR CLASS #6

FREQUENCY DISTRIBUTION FOR VARIABLE # 3 (TOBE GAIN SCORE       )

                         RELATIVE  ADJUSTED  CUMULATIVE
              ABSOLUTE     FREQ      FREQ       FREQ
      CODE      FREQ      (PCT.)    (PCT.)     (PCT.)

        5.        3.       15.0      15.0       15.0

        6.        2.       10.0      10.0       25.0

        7.        4.       20.0      20.0       45.0

       10.        1.        5.0       5.0       50.0

       11.        4.       20.0      20.0       70.0

       12.        2.       10.0      10.0       80.0

       13.        1.        5.0       5.0       85.0

       14.        1.        5.0       5.0       90.0

       17.        2.       10.0      10.0      100.0

     TOTAL       20.      100.0     100.0

VALID CASES=    20
MISSING CASES=     0

MEAN=     9.7000         VARIANCE=    14.5368
STD. DEV=     3.8127     STD. ERR=     0.8526
MAXIMUM=   17.0000       MINIMUM=     5.0000
RANGE=   13.0000
```

COMPARISON OF TOBE GAINS BY TITLE I EARLY CHILDHOOD CLASSES

Variable	Description
1	TOBE raw score, April, 1980.
2	TOBE raw score, October, 1979.
3	TOBE raw score, October, 1979, if in Class #2; 0, otherwise.
4	TOBE raw score, October, 1979, if in Class #1; 0, otherwise.
5	TOBE raw score, October, 1979, if in Class #4; 0, otherwise.
6	TOBE raw score, October, 1979, if in Class #3, 0, otherwise.
7	TOBE raw score, October, 1979, if in Class #5, 0, otherwise.
8	TOBE raw score, October, 1979, if in Class #6, 0, otherwise.
9	Group membership: 1 if Class #2; 0, otherwise.
10	Group membership: 1 if Class #1; 0, otherwise.
11	Group membership: 1 if Class #4; 0, otherwise.
12	Group membership: 1 if Class #3; 0, otherwise.
13	Group membership: 1 if Class #5; 0, otherwise.
14	Group membership: 1 if Class #6; 0, otherwise.

page B

```
      *** OUTPUT FROM PROGRAM REGRAN ***

 GAINS BY CLASS -- TOBE 79-80 TITLE I PRE-K STUDENTS

 PARAMETERS
 COL  1- 5 =    14
 COL  6-10 =    99
 COL 11-15 =     3
 COL 16-20 =     2
 COL 21-25 =     1

 DATA FORMAT = (A4,14F5.0)

 INTERCORRELATION ANALYSIS.

 MEANS            1         2         3         4         5         6         7         8         9        10
               19.0303   10.7273    1.8586    2.2424    1.2727    1.2121    2.1313    2.0101    0.1818    0.1717

 MEANS           11        12        13        14
                0.1111    0.1515    0.1818    0.2020

 SIGMAS           1         2         3         4         5         6         7         8         9        10
                5.4891    3.5924    4.1609    5.0972    3.7168    2.9925    4.7261    4.4073    0.3857    0.3771

 SIGMAS          11        12        13        14
                0.3143    0.3586    0.3857    0.4015

 R MATRIX         1         2         3         4         5         6         7         8         9        10
       1        1.0000    0.4896    0.2306    0.1203   -0.0643   -0.5827    0.3425    0.1248    0.2026    0.1000
       2        0.4896    1.0000    0.0555    0.3798    0.1334   -0.2399    0.2365    0.1201   -0.0663    0.2955
       3        0.2306    0.0555    1.0000   -0.1965   -0.1530   -0.1809   -0.2014   -0.2037    0.9475   -0.2034
       4        0.1203    0.3798   -0.1965    1.0000   -0.1506   -0.1782   -0.1984   -0.2006   -0.2074    0.9662
       5       -0.0643    0.1334   -0.1530   -0.1506    1.0000   -0.1387   -0.1544   -0.1562   -0.1614   -0.1559
       6       -0.5827   -0.2399   -0.1809   -0.1782   -0.1387    1.0000   -0.1827   -0.1847   -0.1909   -0.1844
       7        0.3425    0.2365   -0.2014   -0.1984   -0.1544   -0.1827    1.0000   -0.2057   -0.2126   -0.2053
       8        0.1248    0.1201   -0.2037   -0.2006   -0.1562   -0.1847   -0.2057    1.0000   -0.2150   -0.2077
       9        0.2026   -0.0663    0.9475   -0.2074   -0.1614   -0.1909   -0.2126   -0.2150    1.0000   -0.2146
      10        0.1000    0.2955   -0.2034    0.9662   -0.1559   -0.1844   -0.2053   -0.2077   -0.2146    1.0000
      11       -0.1132    0.0716   -0.1579   -0.1555    0.9685   -0.1432   -0.1594   -0.1613   -0.1667   -0.1610
      12       -0.6079   -0.3208   -0.1888   -0.1859   -0.1447    0.9585   -0.1906   -0.1927   -0.1992   -0.1924
      13        0.2980    0.1306   -0.2106   -0.2074   -0.1614   -0.1909    0.9566   -0.2150   -0.2222   -0.2146
      14        0.0568   -0.1089   -0.2247   -0.2214   -0.1723   -0.2038   -0.2269    0.9065   -0.2372   -0.2291
```

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79.23

Attachment B-6
(Page 2 of 4)

```
R MATRIX         11         12         13         14

      1      -0.1132    -0.6079     0.2980     0.0568

      2       0.0716    -0.3208     0.1306    -0.1089

      3      -0.1579    -0.1888    -0.2106    -0.2247

      4      -0.1555    -0.1859    -0.2074    -0.2214

      5       0.9685    -0.1447    -0.1614    -0.1723

      6      -0.1432     0.9585    -0.1909    -0.2038

      7      -0.1594    -0.1906     0.9566    -0.2269

      8      -0.1613    -0.1927    -0.2150     0.9065

      9      -0.1667    -0.1992    -0.2222    -0.2372

     10      -0.1610    -0.1924    -0.2146    -0.2291

     11       1.0000    -0.1494    -0.1667    -0.1779

     12      -0.1494     1.0000    -0.1992    -0.2126

     13      -0.1667    -0.1992     1.0000    -0.2372

     14      -0.1779    -0.2126    -0.2372     1.0000


MODEL  1 M1  CRITERION =  1

PREDICTORS =  3-14

R = 0.7530      RSQ = 0.5670        83 ITERATIONS.

  V       BETA         B
  3     0.4068     0.5367
  4     0.3914     0.4215
  5     0.6824     1.0078
  6     0.0        0.0
  7     0.7028     0.8162
  8     0.3995     0.4976
  9     0.0801     1.1404
 10     0.0        0.0
 11    -0.5148    -8.9924
 12    -0.2344    -3.5883
 13    -0.1262    -1.7954
 14     0.0        0.0
REG. CONST. =   14.7271
```

```
MODEL  2 M2  CRITERION =  1

PREDICTORS =  2- 2  9-14
P = 12    RSQ = 0.3696
P =  2    RSQ = 0.4663
P = 11    RSQ = 0.5121
P = 10    RSQ = 0.5334
P = 14    RSQ = 0.5438
P = 13    RSQ = 0.5451
P = 11    RSQ = 0.5459
P =  9    RSQ = 0.5464
P = 10    RSQ = 0.5466
P = 12    RSQ = 0.5467
P = 14    RSQ = 0.5467
P = 13    RSQ = 0.5467

R = 0.7394      RSQ = 0.5467         12 ITERATIONS.

  V       BETA        B
  2     0.3604     0.5507
  9     0.0227     0.3233
 10    -0.1655    -2.4092
 11    -0.2540    -4.4370
 12    -0.5693    -8.7162
 13     0.0424     0.6037
 14    -0.0939    -1.2835
REG. CONST. =     15.4409
MODEL  3 M3  CRITERION =  1

PREDICTORS =  2- 2
P =  2   RSQ = 0.2397

R = 0.4896      RSQ = 0.2397          1 ITERATIONS.

  V      BETA       B
  2    0.4896    0.7481
REG. CONST. =   11.0051


F-TEST  1   MODEL 1 VS MODEL 2
RSQ FULL =       0.5670     MODEL  1
RSQ REDUCED = 0.5467     MODEL  2
DIFFERENCE =  0.0203
DFN =  5.      DFD =   87.     F-RATIO =   0.816   P = 0.5427

F-TEST  2   MODEL 2 VS MODEL 3
RSQ FULL =       0.5467     MODEL  2
RSQ REDUCED = 0.2397     MODEL  3
DIFFERENCE =  0.3070
DFN =  5.      DFD =   97.     F-RATIO =  13.139   P = 0.0000
```

ESEA Title I

Appendix C

BOEHM TEST OF BASIC CONCEPTS

Instrument Description: Boehm Test of Basic Concepts

Brief description of the instrument:

The Boehm Test of Basic Concepts is designed to measure children's mastery of concepts considered necessary for achievement in the first year of school. The test consists of fifty pictorial items arranged in order of increasing difficulty. Each item consists of a set of pictures about which statements are read to the students. Each statement briefly describes the pictures and asks the children to mark the one that illustrates the concepts being tested.

To whom was the instrument administered?

All kindergarten students in Austin I.S.D.

How many times was the instrument administered?

Twice, once as a pretest and once as a posttest.

When was the instrument administered?

In September, 1979, to all AISD kindergarten students. In February, 1980, to all kindergarten students in Title I schools.

Where was the instrument administered?

In the classrooms.

Who administered the instrument?

Classroom teachers.

What training did the administrators have?

Administrators had the opportunity to read the test manual. Additional training may have been provided by the counselors or principals.

Was the instrument administered under standardized conditions?

Individual variations in administration procedures may have occurred, though standard instructions were provided.

Were there problems with the instrument or the administration that might affect the validity of the data?

Teachers tested their own classrooms.

Who developed the instrument?

Ann G. Boehm, published by the Psychological Corporation.

What reliability and validity data are available on the instrument?

A split-half reliability coefficient, corrected by the Spearman-Brown formula, of .90 was obtained for kindergarten students administered Form A in the standardization sample (all AISD testing uses Form A). No validity data is reported.

Are there norm data available for interpreting the results?

The standardization sample consisted of low, middle, and high SES students from kindergarten, first, and second grades in 16 cities across the U.S. Percentiles corresponding to raw scores are provided by grade and SES, for beginning and mid-year testing.

BOEHM TEST OF BASIC CONCEPTS

Purpose

The Boehm Test of Basic Concepts was used to answer the following decision and evaluation questions for the Title I Evaluation Design for 1979-80:

Decision Question D1: Is more effective concentration on students with the greatest needs necessary?

Evaluation Question D1-1: What are the "effective Title I eligibility" criteria at each school?

Evaluation Question D1-2: What uniform Districtwide criterion would have identified the same number of students at each grade?

Evaluation Question D1-3: How many students scoring above the 40th percentile were served by Title I?

Evaluation Question D1-4: How many students scoring below the 40th percentile were not served by Title I, Title I Migrant, Title VII, Local/State Bilingual, or Special Education?

Decision Question D2: How should Title I students be selected?

Evaluation Question D2-3: If students with invalid scores can be identified, how many students would need to be retested in Title I schools?

Decision Question D3: Should the Title I Reading Component be modified? If so, how?

Evaluation Question D3-1: Were the objectives of the Title I Reading Component met?

Upon completion of the 1979-80 school year, students in the Reading program in grade K will make the following gains as measured by the Boehm Test of Basic Concepts:

8% will gain 20 raw score points or more
27% will gain 14-19 raw score points
42% will gain 7-13 raw score points
19% will gain 1-6 raw score points
4% will show zero gain or less

Evaluation Question D3-5: Were there differences in achievement gains made by students served by

a. Title I reading teachers only,
b. Title I aides only, and
c. both Title I reading teachers and aides?

Decision Question D5: Should the Title I Extended Day Component be continued, expanded, or revised? If so, how?

Evaluation Question D5-1: Were the objectives of the Extended Day Component met?

Objectives same as Reading Component.

Evaluation Question D5-2: Did the Extended Day participants show greater gains than a matched group of participants in the regular Title I Program at Sanchez?

Evaluation Question D5-3: How cost effective was the Extended Day Component compared with the regular Title I program at Sanchez?

Information Need I4: How many students in each school scored below each ten percentile points on the Boehm, MRT, and CAT Reading and Math tests?

Information Need I5: How many students would be eligible for Title I services for various combinations of criteria for campus and student eligibility?

Information Need I7: For each grade served by an instructional component, what was the average gain from pre to post?

Information Need I8: Did the Title I program meet its objective?

Procedure

The Boehm Test of Basic Concepts was administered by the Systemwide Testing Program in all kindergarten classes in AISD during the fall of 1979. The testing occurred September 10-14, with makeups being given September 17-21. Classroom teachers administered the test to their own students. Booklets were then forwarded to ORE for scoring.

In the spring, kindergarten classes in Title I schools, and one class at Winn Elementary were posttested following the same procedures. Testing occurred February 18-22, and the makeups were given February 25-27.

Detailed procedures are outlined in the Final Technical Report, Systemwide Testing, publication number 79.14.

In addition, students who entered Title I schools after the September testing and did not have a comparable score were given the Boehm to determine their Title I eligibility. The Boehm was also given to students whom the teacher felt had received invalid test scores in September.

Because so many analyses were made using the Boehm data, procedures are described briefly along with the results related to each evaluation question.

Results

The Boehm results are presented by evaluation question or information need.

Evaluation Questions (D1-1 through D1-4):

The results relevant to these evaluation questions are reported in Appendix M "1979-80 Nine-Week Reports."

Evaluation Question D2-3: If students with invalid scores can be identified, how many students would need to be retested in Title I schools?

Students do not always apply themselves equally to a test. Boredom, disruption, illness, and other factors can act to make the scores some students receive poor indicators of their true achievement levels.

The Rasch approach (Rasch, 1960; Wright, 1977) to test design allows the computation of a student fit statistic to assess how well a student's responses fit the Rasch Model. In order to determine the distribution of the student fit statistic for students taking the Boehm, a tape containing item responses for each student tested in September was prepared for analyses. The tape was taken to the University of Texas at Austin for analysis using program RASCH of the PRIME system of computer programs (Veldman, 1978). The tape was converted to UT code and saved on permanent file 6475 as file BOEHM1. The item responses for students tested in English and Spanish were Rasch calibrated separately. The Rasch ability estimates and student fit statistics were added to file BOEHM1.

Attachments C-1 and C-2 show the output from the Rasch calibration program for those students tested in English and Spanish respectively.

Attachments C-3 and C-4 show the distribution of the student fit statistic when rounded to two decimal places.

The characteristics of the student fit statistic are not thoroughly understood. Also, the distribution of scores is continuous. The resulting lack of a clear dichotomy between good and bad response patterns makes determinations about which students should be considered to have invalid scores difficult. Inspection of Attachments C-1 and C-2 shows that about 90% of the students tested in English had student fit statistics of 1.45 or less. About 90% of those tested in Spanish had scores of 1.37 or less. If one were to arbitrarily decide that one in ten students should be retested because their score were likely invalid, then those students with fit statistics greater than 1.45 (English) or 1.37 (Spanish) would need to be retested. Attachments C-5 and C-6 show that in Title I schools about 218 or 14% of the students tested in English would be retested, and 12 or 11% of the students tested in Spanish would be retested. However, only three Boehm retests were received from Title I schools this year and only one of those had a fit statistic large enough to suggest the need for retesting (1.70).

Evaluation Question D3-1: Were the objectives of the Title I Reading Component met?

Stratified achievement objectives were required by the Texas Education Agency for the first time during the 1979-80 school year. The objective for the AISD Reading Component was based on the previous performance by Title I students. Students tested in English and Spanish were combined for determining the expected gains. Figure C-1 shows the number and percentage of Title I students making gains in each interval specified in the objective. It is clear that overall, Title I students did better than expected; however, given the nature of stratified objectives it is hard to say much beyond that.

Figures C-2 and C-3 show the gains made by students tested in English and Spanish separately. From these figures it appears that the students made larger gains in English than in Spanish. Attachments C-7 through C-9 provide the frequency distributions used to create Figures C-1 through C-3.

Figure C-4 shows a comparison of the gains made by Title I kindergarten students over the past four years. This year's gain shows a remarkable increase over previous years. This year's gain also continues the trend toward larger gains each year. Figure C-5 graphically displays the results.

It is interesting to speculate on possible reasons for the large jump in the average raw score gain. Two possible factors are the number of students served and the level of need of the students. In 1978-79 the Title I Reading Program served 1112 kindergarten students. In 1979-80 the number dropped to 857. Also, the students served this year clearly had greater needs than those served in 1978-79. The 1978-79 mean pretest (25.3) was at about the 20th percentile. This year's pretest mean (21.3) was at about the 10th percentile. It may be that the increased gains are due to providing more services to students with greater needs.

Evaluation Question D3-5: Were there differences in achievement gains made by students served by:

a. Title I reading teachers only,
b. Title I aides only, and
c. both Title I reading teachers and aides.

In preparing for the analyses relevant to the above question, the following decisions were made:

1. Only those students served in the same way for the first two nine-weeks (roughly the time between pre- and posttesting) were included.

2. Only students pre- and posttested in English were included. The number of students pre- and posttested in Spanish was too small for meaningful analysis.

Figure C-6 shows the results of the analyses. There appears to be no advantage for students served by a teacher at this grade level. The analyses are reproduced in Attachment C-10.

A related question was also examined.

> Were there differences in achievement gains made by students served in the
>
> a. classroom only, and
> b. reading lab only?

The results (see Figure C-7 and Attachment C-11) showed that the gains did not differ depending upon the place the service was given.

Evaluation Question D5-1: Were the objectives of the Extended Day Component met?

Only six students served by the Extended Day Component had pre and post Boehm scores. Therefore, it does not seem reasonable to assess the degree to which the objectives were met. Figure C-12 shows the scores of the participants.

Evaluation Question D5-2: Did the Extended Day participants show greater gains than a matched group of participants in the regular Title I Program at Sanchez?

The small number of students with scores prohibited a meaningful comparison. Also, two students were served at least one six-weeks by the regular Title I program and two more were above the Title I eligibility criterion.

Evaluation Question D5-3: How cost effective was the Extended Day Component compared with the regular Title I program at Sanchez?

Information conerning the costs of the two programs at Sanchez are reported in Appendix O "Extended Day Attendance Form."

An Additional Question: During the course of the year, an additional question arose:

> How did the former Title I pre-kindergarten students compare with the other kindergarten students in their schools at the beginning of kindergarten?

When the former pre-kindergarten students who were in kindergarten in the schools they attended as pre-kindergarteners were compared with the other students in their schools, they were found to be scoring significantly higher than the others on the Boehm. Figure C-9 shows the results of the comparison. The former pre-K students were scoring at about the 35th percentile for middle SES students while the other students in their schools were scoring at about the 20th percentile on the average. The difference represents about a 10 NCE point difference.

References

Rasch, G. Probabilistic models for some intelligence and attainment tests. Copenhagen, Denmark: Denmarks Paedogogiske Institut, 1960.

Veldman, D. The PRIME system: Computer programs for statistical analyses. Austin: Research and Development Center for Teacher Education, the University of Texas, 1978.

Wright, B. D. Solving measurement problems with the Rasch model. Journal of Educational Measurement, 1977, 14.

Results		Expected	
Number	Percent	Percent	Gains of...
126	18.2	8	20 or more raw score points
263	37.9	27	14-19 raw score points
246	35.4	42	7-13 raw score points
51	7.3	19	1-6 raw score points
8	1.2	4	0 or fewer raw score points

Pretest mean score = 21.3 N = 694
Posttest mean score = 35.7
Average gain = 14.3

Figure C-1. MEASUREMENT OF THE READING COMPONENT OBJECTIVE FOR STUDENTS TESTED IN ENGLISH AND SPANISH COMBINED.

Results		Expected	
Number	Percent	Percent	Gains of...
111	18.0	8	20 or more raw score points
243	39.4	27	14-19 raw score points
215	34.9	42	7-13 raw score points
41	6.7	19	1-6 raw score points
6	1.0	4	0 or fewer raw score points

Pretest mean score = 21.5 N = 616
Posttest mean score = 36.0
Average gain = 14.5

Figure C-2. MEASUREMENT OF THE READING COMPONENT OBJECTIVE FOR STUDENTS TESTED IN ENGLISH.

Results		Expected	
Number	Percent	Percent	Gains of...
8	15	8	20 or more raw score points
15	27	27	14-19 raw score points
21	38	42	7-13 raw score points
9	16	19	1-6 raw score points
2	04	4	0 or fewer raw score points

Pretest mean score = 20.3 N = 55
Posttest mean score = 32.6
Average gain = 12.3

Figure C-3. MEASUREMENT OF THE READING COMPONENT OBJECTIVE FOR STUDENTS TESTED IN SPANISH.

Year	Average Gain
1976-77	10.5
1977-78	11.1
1978-79	11.7
1979-80	14.3

Figure C-4. BOEHM RAW SCORE GAINS MADE BY TITLE I STUDENTS SINCE 1976-1977.

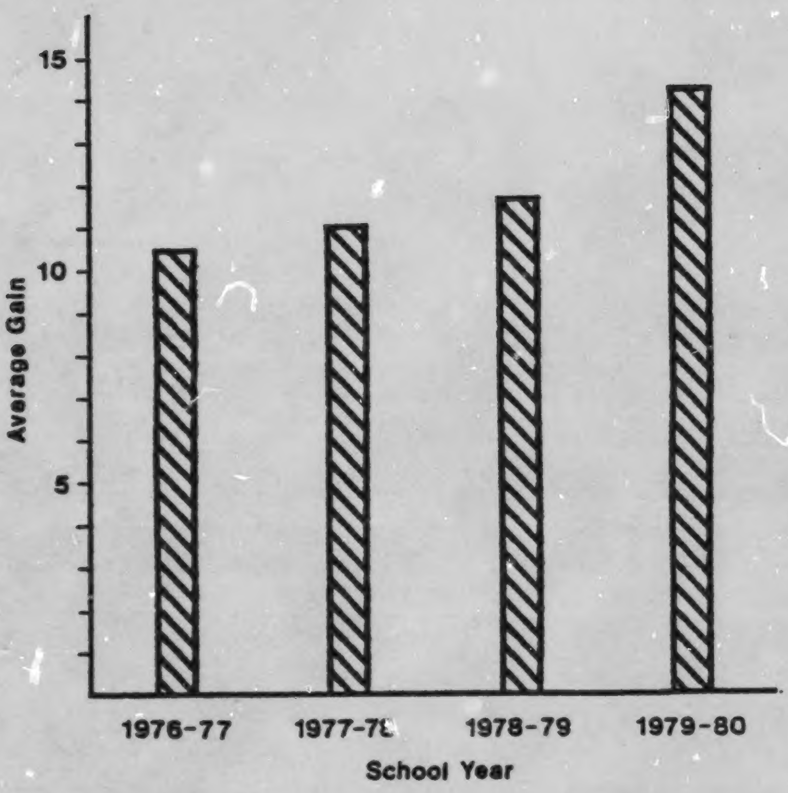

Figure C-5. BOEHM RAW SCORE GAINS MADE BY TITLE I STUDENTS SINCE 1976-1977.

							Test for Equivalent...					
		Pretest		Posttest			Slopes			Intercepts		
Served By...	N	Mean	SD	Mean	SD	Gain	df	F	p	df	F	p
Teacher Only	172	20.19	4.88	35.31	6.41	15.12						
Aide Only	130	24.27	5.00	36.87	5.61	12.60	2,360	0.552	0.58	2,362	2.047	0.13
Both	64	21.33	4.45	35.08	5.21	13.75						

Figure C-6. COMPARISON OF GAINS MADE BY TITLE I STUDENTS RECEIVING TITLE I SERVICES FROM TITLE I TEACHERS ONLY, TITLE I AIDES ONLY, OR BOTH: BOEHM RAW SCORE.

							Test for Equivalent...					
		Pretest		Posttest			Slopes			Intercepts		
Served By...	N	Mean	SD	Mean	SD	Gain	df	F	p	df	F	p
Classroom Only	131	21.08	5.29	35.24	5.92	14.16	1,362	0.93	0.34	1,363	0.093	0.76
Reading Center Only	235	22.26	5.07	36.15	5.99	13.89						

Figure C-7. COMPARISON OF GAINS MADE BY TITLE I STUDENTS RECEIVING TITLE I SERVICES IN THE CLASSROOM ONLY AND IN THE READING CENTER ONLY: BOEHM RAW SCORES.

Student	Pretest	Posttest	Number of Six Weeks Served*
Student 1	15	21	2
Student 2	19	39	5
Student 3	25	--	3
Student 4	27	42	5
Student 5	28	46	1
Student 6	30	--	3
Student 7	31	41	5
Student 8	36	45	5

* As of the end of the fifth six weeks.

Figure C-8. BOEHM PRETEST AND POSTTEST SCORES OF EXTENDED DAY PARTICIPANTS.

Group	Mean	N	df	t	p
Former Pre-K	28.85	60	289	3.20	0.0019
Others	24.79	231			

Figure C-9. COMPARISON OF FORMER TITLE I PRE-KINDERGARTEN STUDENTS WITH OTHER STUDENTS IN THEIR SCHOOLS ON BOEHM RAW SCORES.

RASCH CALIBRATION OF THE BOEHM TEST OF BASIC CONCEPTS: KINDERGARTEN STUDENTS TESTED IN ENGLISH IN SEPTEMBER, 1979

```
OUTPUT FROM PRIME LIBRARY PROGRAM RASCH

RASCH CALIBRATION OF ENGLISH BOSHP(9/79):STUDENT FIT PUNCHED

PARAMETERS
COL  1- 5 =    50
COL  6-10 =  3559
COL 11-15 =     3
COL 16-20 =     1
COL 21-25 =    -0

DATA FORMAT = (12X,A7,21X,50F1)
 4
 3543 SUBJECTS AND 50 ITEMS AFTER EDITING.

ITEM              1          2          3          4          5          6          7          8          9         10
          2845.0000  3186.0000  2691.0000  2839.0000  3217.0000  3108.0000  3129.0000  2729.0000  3163.0000  3306.0000

ITEM             11         12         13         14         15         16         17         18         19         20
          2993.0000  2493.0000  3035.0000  2823.0000  2769.0000  3398.0000  2011.0000  2731.0000  3039.0000  2907.0000

ITEM             21         22         23         24         25         26         27         28         29         30
          2572.0000  2616.0000  2602.0000  2604.0000  2620.0000  2218.0000  1775.0000  2001.0000  2335.0000  2163.0000

ITEM             31         32         33         34         35         36         37         38         39         40
          1819.0000  2153.0000  1728.0000  1829.0000  2162.0000  1818.0000  1671.0000  1631.0000  1642.0000  1542.0000

ITEM             41         42         43         44         45         46         47         48         49         50
          2254.0000  2883.0000  1606.0000  1684.0000   888.0000  1103.0000   552.0000  1332.0000  1057.0000   719.0000

SCORE             1          2          3          4          5          6          7          8          9         10
             0.0000     0.0000     1.0000     2.0000     4.0000     4.0000     4.0000     7.0000     9.0000    11.0000

SCORE            11         12         13         14         15         16         17         18         19         20
            16.0000    21.0000    27.0000    36.0000    39.0000    55.0000    59.0000    49.0000    62.0000    73.0000

SCORE            21         22         23         24         25         26         27         28         29         30
            63.0000    77.0000    62.0000   100.0000   118.0000   103.0000   117.0000   140.0000    96.0000   122.0000

SCORE            31         32         33         34         35         36         37         38         39         40
           119.0000   126.0000   137.0000   117.0000   133.0000   141.0000   115.0000   129.0000   133.0000   134.0000

SCORE            41         42         43         44         45         46         47         48         49
           113.0000   123.0000   143.0000    97.0000    88.0000    88.0000    63.0000    49.0000    17.0000

ITEM D            1          2          3          4          5          6          7          8          9         10
              -.8491    -1.8121     -.5346     -.8359    -1.9351    -1.5335    -1.6051     -.6092    -1.7263    -2.3571

ITEM D           11         12         13         14         15         16         17         18         19         20
             -1.2050     -.1822    -1.3198     -.9013     -.6862    -2.9003      .5506     -.6121    -1.5076     -.7672

ITEM D           21         22         23         24         25         26         27         28         29         30
              -.3173      .3955     -.3704     -.3740     -.4028      .2478      .9324      .5649      .0720      .3312

ITEM D           31         32         33         34         35         36         37         38         39         40
               .8209      .3459      .9481      .9063      .3326      .8223     1.0277     1.0340     1.0626     1.2038

ITEM D           41         42         43         44         45         46         47         48         49         50
```

```
          .1958    -.9344    1.1192    1.0096    2.2437    1.8704    2.9904    1.5147    1.9464    2.5817

SE OF D     1         2         3         4         5         6         7         8         9        10
          .0522     .0689     .0486     .0520     .0716     .06[illegible]  .0544   .0494     .0659     .0425

SE OF D    11        12        13        14        15        16        17        18        19        20
          .0573     .0455     .0592     .0516     .0502     .1003     .0420     .0499     .0625     .0512

SE OF D    21        22        23        24        25        26        27        28        29        30
          .0466     .0473     .0471     .0471     .0474     .0430     .0416     .0420     .0439     .0427

SE OF D    31        32        33        34        35        36        37        38        39        40
          .0416     .0426     .0416     .0416     .0427     .0416     .0417     .0418     .0417     .0420

SE OF D    41        42        43        44        45        46        47        48        49        50
          .0432     .0533     .0418     .0417     .0480     .0450     .0574     .0430     .0455     .0518

ABILITY     1         2         3         4         5         6         7         8         9        10
         -4.8923   -3.9951   -3.4589   -3.0702   -2.7621   -2.5046   -2.2820   -2.0845   -1.9062   -1.7427

ABILITY    11        12        13        14        15        16        17        18        19        20
         -1.5910   -1.4490   -1.3149   -1.1873   -1.0651   -.9476    -.8338    -.7233    -.6154    -.5097

ABILITY    21        22        23        24        25        26        27        28        29        30
          -.4058    -.3032    -.2016    -.1006    0.0000    .1006     .2016     .3032     .4058     .5097

ABILITY    31        32        33        34        35        36        37        38        39        40
          .6154     .7233     .8338     .9476    1.0651    1.1873    1.3149    1.4490    1.5910    1.7427

ABILITY    41        42        43        44        45        46        47        48        49
         1.9062    2.0845    2.2820    2.5046    2.7621    3.0702    3.4589    3.9951    4.8923

SE OF A     1         2         3         4         5         6         7         8         9        10
         1.2658     .9072     .7486     .6553     .5926     .5471     .5123     .4849     .4627     .4444

SE OF A    11        12        13        14        15        16        17        18        19        20
          .4292     .4163     .4053     .3959     .3879     .3811     .3753     .3704     .3663     .3629

SE OF A    21        22        23        24        25        26        27        28        29        30
          .3602     .3581     .3567     .3558     .3556     .3558     .3567     .3581     .3602     .3629

SE OF A    31        32        33        34        35        36        37        38        39        40
          .3663     .3704     .3753     .3811     .3879     .3959     .4053     .4163     .4292     .4444

SE OF A    41        42        43        44        45        46        47        48        49
          .4627     .4849     .5123     .5471     .5926     .6553     .7486     .9072    1.2699

RMSQ        1         2         3         4         5         6         7         8         9        10
          .7494     .5957     .9495     .6543     .7248     .7130     .6110     .8944     .6959     .6048

RMSQ       11        12        13        14        15        16        17        18        19        20
          .8725    1.0722     .9237     .8398     .9258    1.1893     .9245     .7318    1.1255     .7220

RMSQ       21        22        23        24        25        26        27        28        29        30
          .7448     .8526    1.1454    1.4263    1.4327    1.2957     .7769     .9539     .8732     .8124

           31        32        33        34        35        36        37        38        39        40
          .8140     .9066    1.091[illegible]  [illegible]  1.0236  1.0467   .9307    1.2300     .9665     .9030
```

Attachment C-1
(Page 3 of 4)

```
RMSQ              41        42        43        44        45          46        47        48        49        50
                .3626     .7539    1.3025    1.2674    1.6370      .3610    1.0172    1.3190     .2417    2.1464

OVERALL RMSQ =     .9937
```

79.23

C-18

Attachment C-1
(Page 4 of 4)

RASCH CALIBRATION OF THE BOEHM TEST OF BASIC CONCEPTS: KINDERGARTEN STUDENTS TESTED IN SPANISH IN SEPTEMBER, 1979

79.23

```
OUTPUT FROM PRIME LIBRARY PROGRAM RASCH

RASCH CALIBRATION OF SPANISH BOTHM (STUDENT FIT PUNCHED)

PARAMETERS
COL  1- 5 =     50
COL  6-10 =    117
COL 11-15 =      3
COL 16-20 =      1
COL 21-25 =     -0

DATA FORMAT = (12X,A7,21X,50F1)

  117 SUBJECTS AND 50 ITEMS AFTER EDITING.

ITEM              1          2          3          4          5          6          7          8          9         10
            73.0000    10.0000    66.0000    42.0000    94.0000    79.0000    68.0000    73.0000    96.0000    91.0000

ITEM             11         12         13         14         15         16         17         18         19         20
            62.0000    71.0000   103.0000    51.0000    91.0000   113.0000    26.0000    64.0000    90.0000    95.0000

ITEM             21         22         23         24         25         26         27         28         29         30
            57.0000    45.0000    59.0000    57.0000    54.0000    74.0000    27.0000    43.0000    43.0000    24.0000

ITEM             31         32         33         34         35         36         37         38         39         40
            30.0000    26.0000    23.0000    92.0000    49.0000    35.0000    29.0000    36.0000    40.0000    22.0000

ITEM             41         42         43         44         45         46         47         48         49         50
            40.0000    68.0000    44.0000    42.0000    20.0000    11.0000    16.0000    29.0000     7.0000    35.0000

SCORE             1          2          3          4          5          6          7          8          9         10
             0.0000     0.0000     0.0000     0.0000     0.0000     0.0000     0.0000     0.0000     0.0000     0.0000

SCORE            11         12         13         14         15         16         17         18         19         20
             3.0000     2.0000     1.0000     4.0000     3.0000     7.0000    11.0000     2.0000     9.0000     7.0000

SCORE            21         22         23         24         25         26         27         28         29         30
             7.0000     5.0000     3.0000     4.0000    10.0000     7.0000     4.0000     5.0000     3.0000     5.0000

SCORE            31         32         33         34         35         36         37         38         39         40
             4.0000     1.0000     1.0000     3.0000     5.0000     1.0000     1.0000     0.0000     0.0000     0.0000

SCORE            41         42         43         44         45         46         47         48         49
             0.0000     0.0000     0.0000     0.0000     0.0000     0.0000     0.0000     0.0000     0.0000

ITEM D            1          2          3          4          5          6          7          8          9         10
             -.7437     -.6275     -.4763      .4259    -1.7139     -.9864     -.5515     -.9448    -1.3344    -1.2643

ITEM D           11         12         13         14         15         16         17         18         19         20
             -.3278     -.6659    -2.3465      .0786    -1.0715    -3.7945     1.1494     -.4018    -1.0247    -1.7731

ITEM D           21         22         23         24         25         26         27         28         29         30
             -.1436      .3070     -.2172     -.1436      .0329     -.7930     1.0963      .3754      .3754     1.2533

ITEM D           31         32         33         34         35         36         37         38         39         40
              .9470     1.1494     1.3169    -1.1151      .1917      .7174      .9959      .6739      .5060     1.3755

ITEM D           41         42         43         44         45         46         47         48         49         50
```

C-20

Attachment C-2
(Page 2 of 4)

```
                .5060    -.5515     .3460     .4252    1.5005    2.2393    1.7941     .9958    2.7656     .7174

 SE OF D          1         2         3         4         5         6         7         8         9        10
                .2054     .2027     .2006     .2074     .2504     .2125     .2017     .2111     .2593     .2618
 SE OF D         11        12        13        14        15        16        17        18        19        20
                .1953     .2037     .3065     .2006     .2156     .5475     .2393     .1992     .2140     .2546
 SE OF D         21        22        23        24        25        26        27        28        29        30
                .1951     .2045     .1990     .1991     .1996     .2064     .2361     .2064     .2064     .2464
 SE OF D         31        32        33        34        35        36        37        38        39        40
                .2279     .2393     .2504     .2173     .2023     .2173     .2304     .2156     .2098     .2546
 SE OF D         41        42        43        44        45        46        47        48        49        50
                .2058     .2017     .2054     .2074     .2643     .3409     .2896     .2304     .4195     .2173

 ABILITY          1         2         3         4         5         6         7         8         9        10
              -4.3096   -3.9275   -3.4004   -3.0183   -2.7154   -2.4623   -2.2434   -2.0493   -1.8739   -1.7132
 ABILITY         11        12        13        14        15        16        17        18        19        20
              -1.5641   -1.4245   -1.2926   -1.1672   -1.0471    -.9315    -.8197    -.7111    -.6050    -.5011
 ABILITY         21        22        23        24        25        26        27        28        29        30
               -.3989    -.2980    -.1982    -.0989    0.0000     .0989     .1982     .2980     .3989     .5011
 ABILITY         31        32        33        34        35        36        37        38        39        40
                .6050     .7111     .8197     .9315    1.0471    1.1672    1.2926    1.4245    1.5641    1.7132
 ABILITY         41        42        43        44        45        46        47        48        49
               1.8739    2.0493    2.2434    2.4623    2.7154    3.0183    3.4004    3.9275    4.3096

 SE OF A          1         2         3         4         5         6         7         8         9        10
               1.2484     .8919     .7359     .6442     .5926     .5378     .5037     .4767     .4549     .4369
 SE OF A         11        12        13        14        15        16        17        18        19        20
                .4219     .4092     .3984     .3892     .3814     .3747     .3689     .3641     .3601     .3568
 SE OF A         21        22        23        24        25        26        27        28        29        30
                .3541     .3521     .3507     .3498     .3495     .3498     .3507     .3521     .3541     .3568
 SE OF A         31        32        33        34        35        36        37        38        39        40
                .3601     .3641     .3689     .3747     .3814     .3892     .3984     .4092     .4219     .4369
 SE OF A         41        42        43        44        45        46        47        48        49
                .4549     .4767     .5037     .5378     .5926     .6442     .7359     .8919    1.2484

 RMSQ             1         2         3         4         5         6         7         8         9        10
                .9805    1.0330     .9040     .9145    1.0584     .7949     .9065     .9316    1.0121     .9054
 RMSQ            11        12        13        14        15        16        17        18        19        20
               1.1189    1.1124     .8803     .9758     .9214    1.7597    1.2745     .9591     .9727     .9192
 RMSQ            21        22        23        24        25        26        27        28        29        30
                .9252    1.0461    1.0143    1.0550    1.0609    1.0270     .9507     .9786     .9463    1.0493
 RMSQ            31        32        33        34        35        36        37        38        39        40
                .9914     .9771    1.2770    1.0607    1.0138     .9571     .9486    1.2029     .9645     .9990
```

79.23

Attachment C-2
(Page 3 of 4)

```
RMSQ              41        42        43        44        45        46        47        48        49        50
               1.0266    1.0675     .9562     .9670    1.4457    1.1099     .9292    1.2766    1.2234    1.2654

OVERALL RMSQ =    1.0528
```

79.23

FREQUENCY DISTRIBUTION OF THE STUDENT FIT STATISTIC FOR STUDENTS TESTED IN ENGLISH

```
GETTING FREQ ON FIT STATISTIC FOR STUDENTS TESTED IN ENGLISH

FILE   NONAME   (CREATION DATE =  03 JUN 80)

NEWFIT

                                                       RELATIVE  ADJUSTED    CUM
                                           ABSOLUTE      FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE       FREQ       (PCT)     (PCT)     (PCT)

                                     0         10          .3        .3        .3

                                   .15          2          .1        .1        .3

                                   .17          7          .2        .2        .5

                                   .20          3          .1        .1        .6

                                   .22          7          .2        .2        .[illegible]

                                   .23          4          .1        .1        .[illegible]

                                   .24          1          .0        .0       1.0

                                   .25          2          .1        .1       1.0

                                   .26          4          .1        .1       1.1

                                   .27          3          .1        .1       1.2

                                   .29          1          .0        .0       1.2

                                   .30          6          .2        .2       1.4

                                   .32          5          .1        .1       1.5

                                   .33          3          .1        .1       1.6

                                   .34          1          .0        .0       1.7

                                   .35          3          .1        .1       1.7

                                   .36          3          .1        .1       1.8

                                   .37 [illegible]         .2        .2       2.1

                                   .3[illegible]          6          .2        .2       2.2

                                   .39          5          .1        .1       2.4

                                   .40         11          .3        .3       2.7

                                   .41          3          .1        .1       2.3

                                   .42          7          .2        .2       3.0

                                   .43         10          .3        .3       3.0
```

```
GETTING FREQ ON FIT STATISTIC FOR STUDENTS TESTED IN ENGLISH

FILE    NONAME    (CREATION DATE =  03 JUN 80)

                                  .44      10       .3       .3      3.6
                                  .45      10       .3       .3      3.9
                                  .46      14       .4       .4      4.2
                                  .47      10       .3       .3      4.5
                                  .48      16       .4       .4      4.9
                                  .49      16       .4       .4      5.4
                                  .50      15       .4       .4      5.8
                                  .51      23       .6       .6      6.4
                                  .52      12       .3       .3      6.7
                                  .53      20       .6       .6      7.3
                                  .54      14       .4       .4      7.7
                                  .55      29       .8       .8      8.5
                                  .56      32       .9       .9      9.4
                                  .57      19       .5       .5      9.9
                                  .58      30       .8       .8     10.7
                                  .59      25       .7       .7     11.5
                                  .60      31       .9       .9     12.4
                                  .61      29       .8       .8     13.2
                                  .62      30       .8       .3     14.0
                                  .63      36      1.0      1.0     15.0
                                  .64      42      1.2      1.2     16.2
                                  .65      34      1.0      1.0     17.2
                                  .66      25       .7       .7     17.9
                                  .67      45      1.3      1.3     19.1
                                  .68      49      1.4      1.4     20.5
                                  .69      46      1.3      1.3     21.8
                                  .70      51      1.4      1.4     23.2
                                  .71      40      1.1      1.1     24.4
```

79.23

```
GETTING FREQ ON FIT STATISTIC FOR STUDENTS TESTED IN ENGLISH

FILE   NONAME   (CREATION DATE =  03 JUN 80)

                              .72      40       1.1       1.1      25.5
                              .73      47       1.3       1.3      26.8
                              .74      36       1.0       1.0      27.8
                              .75      56       1.6       1.6      29.4
                              .76      55       1.5       1.5      30.9
                              .77      50       1.4       1.4      32.3
                              .78      39       1.1       1.1      33.4
                              .79      29        .8        .8      34.3
                              .80      50       1.4       1.4      35.7
                              .81      47       1.3       1.3      37.0
                              .82      60       1.7       1.7      38.7
                              .83      52       1.5       1.5      40.1
                              .84      48       1.3       1.3      41.5
                              .85      49       1.4       1.4      42.9
                              .86      54       1.5       1.5      44.4
                              .87      47       1.3       1.3      45.7
                              .88      38       1.1       1.1      46.8
                              .89      42       1.2       1.2      47.[illegible]
                              .90      60       1.7       1.7      49.6
                              .91      55       1.5       1.5      51.2
                              .92      44       1.2       1.2      52.4
                              .93      39       1.1       1.1      53.6
                              .94      51       1.4       1.4      54.9
                              .95      50       1.4       1.4      56.4
                              .96      33        .9        .9      57.3
                              .97      39       1.1       1.1      58.4
                              .98      52       1.5       1.5      59.[illegible]
                              .99      50       1.4       1.4      61.2
```

GETTING FREQ ON FIT STATISTIC FOR STUDENTS TESTED IN ENGLISH

FILE NONAME (CREATION DATE = 03 JUN 80)

1.00	35	1.0	1.0	62.2
1.01	50	1.4	1.4	63.6
1.02	42	1.2	1.2	64.8
1.03	32	.9	.9	65.7
1.04	35	1.0	1.0	66.7
1.05	25	.7	.7	67.4
1.06	40	1.1	1.1	68.5
1.07	39	1.1	1.1	68.6
1.08	39	1.1	1.1	70.7
1.09	26	.7	.7	71.4
1.10	28	.8	.8	72.2
1.11	28	.8	.3	73.0
1.12	26	.7	.7	73.7
1.13	36	1.0	1.0	74.8
1.14	25	.7	.7	75.5
1.15	28	.8	.3	76.3
1.16	31	.9	.9	77.1
1.17	22	.6	.6	77.7
1.18	23	.6	.6	78.4
1.19	26	.7	.7	79.1
1.20	22	.6	.6	79.7
1.21	28	.8	.8	80.5
1.22	17	.5	.5	81.0
1.23	23	.6	.6	81.6
1.24	15	.4	.4	82.1
1.25	19	.5	.5	82.6
1.26	19	.5	.5	83.1
1.27	17	.5	.5	83.6

79.23

```
GETTING FREQ ON FIT STATISTIC FOR STUDENTS TESTED IN ENGLISH

FILE    NONAME    (CREATION DATE =  03 JUN 80)

                        1.28        17          .5          .5      84.1

                        1.29        19          .5          .5      84.6

                        1.30        10          .3          .3      84.[illegible]

                        1.31        13          .4          .4      85.3

                        1.32        16          .4          .4      85.7

                        1.33        [illegible] .3          .3      86.0

                        1.34        20          .6          .6      86.5

                        1.35        10          .3          .3      86.9

                        1.36        11          .3          .3      87.1

                        1.37        19          .5          .5      87.7

                        1.38         7          .2          .2      87.9

                        1.39         9          .3          .3      88.1

                        1.40         6          .2          .2      89.3

                        1.41        10          .3          .3      88.6

                        1.42        11          .3          .3      88.9

                        1.43        10          .3          .3      89.2

                        1.44        10          .3          .3      89.4

                        1.45         9          .3          .3      8[illegible].7

                        1.46        13          .4          .4      90.1

                        1.47         7          .2          .2      90.2

                        1.48         8          .2          .2      90.5

                        1.49        10          .3          .3      90.[illegible]

                        1.50        10          .3          .3      91.0

                        1.51         8          .2          .2      21.3

                        1.52        [illegible] .2          .2      91.5

                        1.53         6          .2          .2      91.7

                        1.54         7          .2          .2      91.

                        1.55         6          .2          .2      92.0
```

79.23

```
GETTING FREQ ON FIT STATISTIC FOR STUDENTS TESTED IN ENGLISH

FILE    NONAME    (CREATION DATE =  03 JUN 80)

                         1.56        7        .2        .2      92.2
                         1.57        6        .2        .2      92.4
                         1.5[illegible]        2        .1        .1      92.4
                         1.59        8        .2        .2      92.7
                         1.60        9        .3        .3      92.9
                         1.61        8        .2        .2      93.1
                         1.62        6        .2        .2      93.3
                         1.63        6        .2        .2      93.5
                         1.64        4        .1        .1      93.6
                         1.65        3        .1        .1      93.7
                         1.66        6        .2        .2      93.8
                         1.67        4        .1        .1      94.0
                         1.68        9        .3        .3      94.2
                         1.69        6        .2        .2      94.4
                         1.70        5        .1        .1      94.5
                         1.71        6        .2        .2      94.7
                         1.72        2        .1        .1      94.7
                         1.73        [illegible]        .2        .2      95.0
                         1.74        4        .1        .1      95.1
                         1.75        7        .2        .2      95.3
                         1.76        4        .1        .1      95.4
                         1.77        5        .1        .1      95.[illegible]
                         1.78        1        .0        .0      95.6
                         1.79        2        .1        .1      95.6
                         1.80        3        .1        .1      95.7
                         1.81        6        .2        .2      95.9
                         1.82        1        .0        .0      95.9
                         1.83        2        .1        .1      96.0
```

```
GETTING FREQ ON FIT STATISTIC FOR STUDENTS TESTED IN ENGLISH

FILE    NONAME    (CREATION DATE =  03 JUN 80)

                          1.84       3        .1        .1      96.0
                          1.85       4        .1        .1      96.1
                          1.86       5        .1        .1      96.3
                          1.87       1        .0        .0      96.3
                          1.88       5        .1        .1      96.5
                          1.89       2        .1        .1      96.5
                          1.90       4        .1        .1      96.6
                          1.91       6        .2        .2      96.8
                          1.92       3        .1        .1      96.8
                          1.93       2        .1        .1      96.9
                          1.94       4        .1        .1      97.0
                          1.95       1        .0        .0      97.1
                          1.96       2        .1        .1      97.1
                          1.97       1        .0        .0      97.2
                          1.98       4        .1        .1      97.3
                          1.99       2        .1        .1      97.3
                          2.00       1        .0        .0      97.4
                          2.01       1        .0        .0      97.4
                          2.04       3        .1        .1      97.5
                          2.07       1        .0        .0      97.5
                          2.08       3        .1        .1      97.6
                          2.09       2        .1        .1      97.6
                          2.11       1        .0        .0      97.7
                          2.12       2        .1        .1      97.7
                          2.13       1        .0        .0      97.8
                          2.14       1        .0        .0      97.9
                          2.15       2        .1        .1      97.9
                          2.16       1        .0        .0      97.9
```

```
GETTING FREQ ON FIT STATISTIC FOR STUDENTS TESTED IN ENGLISH

FILE   NONAME   (CREATION DATE =  03 JUN 80)

                    2.17        2        .1        .1     97.[illegible]
                    2.19        2        .1        .1     98.0
                    2.20        1        .0        .0     98.0
                    2.21        2        .1        .1     98.1
                    2.22        1        .0        .0     98.1
                    2.24        2        .1        .1     98.1
                    2.27        1        .0        .0     98.2
                    2.29        2        .1        .1     98.2
                    2.30        1        .0        .0     98.3
                    2.32        3        .1        .1     98.3
                    2.33        1        .0        .0     98.4
                    2.36        4        .1        .1     98.5
                    2.39        1        .0        .0     98.5
                    2.40        1        .0        .0     98.5
                    2.41        1        .0        .0     98.6
                    2.45        1        .0        .0     98.6
                    2.46        1        .0        .0     98.6
                    2.47        1        .0        .0     98.7
                    2.48        1        .0        .0     98.7
                    2.49        1        .0        .0     98.7
                    2.50        2        .1        .1     98.9
                    2.51        3        .1        .1     98.9
                    2.52        2        .1        .1     98.9
                    2.55        1        .0        .0     98.9
                    2.56        1        .0        .0     99.0
                    2.57        1        .0        .0     99.0
                    2.60        1        .0        .0     99.0
                    2.61        1        .0        .0     99.0
```

```
GETTING FREQ ON FIT STATISTIC FOR STUDENTS TESTED IN ENGLISH

FILE    NONAME   (CREATION DATE =  03 JUN 80)

                                   2.67        1           .0          .0       99.1
                                   2.69        1           .0          .0       99.1
                                   2.74        2           .1          .1       99.2
                                   2.75        1           .0          .0       99.2
                                   2.79        1           .0          .0       99.2
                                   2.81        1           .0          .0       99.2
                                   2.83        1           .0          .0       99.3
                                   2.84        1           .0          .0       99.3
                                   2.87        1           .0          .0       99.3
                                   2.93        2           .1          .1       99.4
                                   2.95        1           .0          .0       99.4
                                   2.99        2           .1          .1       99.5
                                   3.04        1           .0          .0       99.5
                                   3.11        1           .0          .0       99.5
                                   3.16        1           .0          .0       99.6
                                   3.27        1           .0          .0       99.6
                                   3.29        1           .0          .0       99.6
                                   3.51        1           .0          .0       99.6
                                   3.57        1           .0          .0       99.7
                                   3.94        1           .0          .0       99.7
                                   3.95        1           .0          .0       99.7
                                   4.06        1           .0          .0       99.7
                                   4.09        1           .0          .0       99.8
                                   4.19        1           .0          .0       99.8
                                   4.2         1           .0          .0       99.8
                                   4.98        1           .0          .0       99.8
                                   5.76        1           .0          .0       99.
                                   6.06        1           .0          .0       99.9
```

79.23

```
GETTING FREQ ON FIT STATISTIC FOR STUDENTS TESTED IN ENGLISH

FILE   NONAME   (CREATION DATE =  03 JUN 80)


                              9.39       1          .0          .0      99.9

                             10.46       1          .0          .0     100.0

                             11.95       1          .0          .0     100.0
                                     -------     -------     -------
                             TOTAL     3558      100.0       100.0


MEAN              .991      STD ERR           .009      MEDIAN             .907
MODE              .820      STD DEV           .519      VARIANCE           .269
KURTOSIS       106.233      SKEWNESS         6.814      RANGE            11.950
MINIMUM              0      MAXIMUM         11.950      SUM            3524.720
C.V. PCT        52.386      .95 C.I.          .974            TO          1.008

VALID CASES       3558      MISSING CASES        0
```

FREQUENCY DISTRIBUTION OF THE STUDENT FIT STATISTIC FOR STUDENTS TESTED IN SPANISH

79.23

Attachment C-4
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```
GETTING FREQ ON FIT STATISTIC FOR STUDENTS TESTED IN SPANISH

FILE   NONAME   (CREATION DATE =  24 MAY 80)

NEWFIT


                                                   RELATIVE  ADJUSTED    CUM
                                         ABSOLUTE    FREQ      FREQ      FREQ
CATEGORY LABEL                    CODE     FREQ     (PCT)     (PCT)     (PCT)

                                   .53       1        .9        .9        .9

                                   .64       1        .9        .9       1.7

                                   .66       1        .9        .9       2.6

                                   .67       2       1.7       1.7       4.3

                                   .68       4       3.4       3.4       7.7

                                   .69       3       2.6       2.6      10.3

                                   .70       1        .9        .9      11.1

                                   .71       1        .9        .9      12.0

                                   .72       3       2.6       2.6      14.5

                                   .74       2       1.7       1.7      16.2

                                   .75       4       3.4       3.4      19.7

                                   .76       1        .9        .9      20.5

                                   .77       1        .9        .9      21.4

                                   .78       1        .9        .9      22.2

                                   .79       4       3.4       3.4      25.6

                                   .80       3       2.6       2.6      28.2

                                   .81       2       1.7       1.7      29.9

                                   .83       2       1.7       1.7      31.6

                                   .84       1        .9        .9      32.5

                                   .85       2       1.7       1.7      34.2

                                   .86       1        .9        .9      35.0

                                   .88       1        .9        .9      35.9

                                   .89       1        .9        .9      36.8

                                   .90       1        .9        .9      37.6
```

79.23

```
GETTING FREQ ON FIT STATISTIC FOR STUDENTS TESTED IN SPANISH

FILE   NONAME   (CREATION DATE =  24 MAY 80)


                         .91       3       2.6       2.6     40.2

                         .92       3       2.6       2.6     42.7

                         .93       2       1.7       1.7     44.4

                         .95       2       1.7       1.7     46.2

                         .96       2       1.7       1.7     47.9

                         .97       1        .9        .9     48.7

                         .98       1        .9        .9     49.6

                         .99       1        .9        .9     50.4

                        1.00       1        .9        .9     51.3

                        1.01       3       2.6       2.6     53.8

                        1.02       2       1.7       1.7     55.6

                        1.03       2       1.7       1.7     57.3

                        1.04       2       1.7       1.7     59.0

                        1.05       1        .9        .9     59.8

                        1.07       2       1.7       1.7     61.5

                        1.08       2       1.7       1.7     63.2

                        1.09       4       3.4       3.4     66.7

                        1.10       1        .9        .9     67.5

                        1.11       2       1.7       1.7     69.2

                        1.12       1        .9        .9     70.1

                        1.13       1        .9        .9     70.9

                        1.14       3       2.6       2.6     73.5

                        1.16       2       1.7       1.7     75.2

                        1.17       1        .9        .9     76.1

                        1.21       1        .9        .9     76.9

                        1.22       2       1.7       1.7     78.6

                        1.23       1        .9        .9     79.5

                        1.24       1        .9        .9     80.3
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79.23

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GETTING FREQ ON FIT STATISTIC FOR STUDENTS TESTED IN SPANISH

FILE    NONAME    (CREATION DATE =  24 MAY 80)

                         1.25        1          .9         .9     81.2

                         1.27        3         2.6        2.6     83.8

                         1.29        2         1.7        1.7     85.5

                         1.30        1          .9         .9     86.3

                         1.33        2         1.7        1.7     88.0

                         1.34        1          .9         .9     88.9

                         1.37        1          .9         .9     89.7

                         1.38        1          .9         .9     90.6

                         1.39        1          .9         .9     91.5

                         1.42        1          .9         .9     92.3

                         1.43        1          .9         .9     93.2

                         1.49        1          .9         .9     94.0

                         1.51        2         1.7        1.7     95.7

                         1.69        1          .9         .9     96.6

                         1.80        1          .9         .9     97.4

                         1.91        1          .9         .9     98.3

                         2.38        1          .9         .9     99.1

                         4.10        1          .9         .9    100.0
                                  -------     -------    -------
                        TOTAL      117       100.0      [illegible]00.0


MEAN             1.044      STD ERR          .038      MEDIAN           .990
MODE              .680      STD DEV          .406      VARIANCE         .165
KURTOSIS        27.686      SKEWNESS        4.149      RANGE           3.570
MINIMUM           .530      MAXIMUM         4.100      SUM           122.180
C.V. PCT        38.886      .95 C.I.         .970              TO      1.119

VALID CASES        117      MISSING CASES       0
```

FREQUENCY DISTRIBUTION OF STUDENT FIT STATISTIC FOR KINDERGARTEN STUDENTS IN TITLE I SCHOOLS WHO WERE TESTED IN ENGLISH

Attachment C-5
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    79.23
FREQUENCIES OF FIT STAT FOR TITLE I SCHOOLS
FREQUENCIES FOR STUDENTS TESTED IN ENGLISH
FILE   NONAME   (CREATION DATE =  07 JUN 80)

NEWFIT

                                                      RELATIVE  ADJUSTED    CUM
                                           ABSOLUTE     FREQ      FREQ      FREQ
CATEGORY LABEL                      CODE     FREQ      (PCT)     (PCT)     (PCT)

                                       0        2         .1        .1        .1

                                     .22        1         .1        .1        .2

                                     .23        1         .1        .1        .3

                                     .25        1         .1        .1        .3

                                     .26        1         .1        .1        .4

                                     .30        1         .1        .1        .5

                                     .36        1         .1        .1        .5

                                     .37        2         .1        .1        .7

                                     .38        2         .1        .1        .8

                                     .40        1         .1        .1        .9

                                     .42        1         .1        .1        .9

                                     .43        1         .1        .1       1.0

                                     .46        3         .2        .2       1.2

                                     .48        1         .1        .1       1.2

                                     .49        2         .1        .1       1.4

                                     .50        2         .1        .1       1.5

                                     .51        3         .2        .2       1.7

                                     .52        2         .1        .1       1.8

                                     .53        1         .1        .1       1.9

                                     .54        3         .2        .2       2.1

                                     .55        5         .3        .3       2.4

                                     .56        7         .5        .5       2.9

                                     .57        5         .3        .3       3.2

                                     .58        7         .5        .5       3.7
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FREQUENCIES OF FIT STAT FOR TITLE I SCHOOLS
FREQUENCIES FOR STUDENTS TESTED IN ENGLISH
FILE   NONAME   (CREATION DATE =  07 JUN 80)

                              .59      6       .4       .4      4.1
                              .60      8       .6       .6      4.6
                              .61      8       .5       .5      5.2
                              .62      9       .6       .6      5.8
                              .63     17      1.1      1.1      6.9
                              .64     13       .9       .9      7.7
                              .65     11       .7       .7      8.4
                              .66      9       .6       .6      9.0
                              .67     10       .7       .7      9.7
                              .68     15      1.0      1.0     10.7
                              .69     14       .9       .9     11.6
                              .70     11       .7       .7     12.3
                              .71     13       .9       .9     13.1
                              .72     13       .9       .9     14.0
                              .73     23      1.5      1.5     15.5
                              .74     14       .9       .9     16.4
                              .75     19      1.2      1.2     17.7
                              .76     19      1.2      1.2     18.9
                              .77     14       .9       .9     19.8
                              .78     21      1.4      1.4     21.2
                              .79     12       .8       .8     22.0
                              .80     20      1.3      1.3     23.3
                              .81     20      1.3      1.3     24.6
                              .82     22      1.4      1.4     26.0
                              .83     25      1.6      1.6     27.7
                              .84     27      1.8      1.8     29.4
                              .85     31      2.0      2.0     31.5
                              .86     18      1.2      1.2     32.6
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79.23

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FREQUENCIES OF FIT STAT FOR TITLE I SCHOOLS
FREQUENCIES FOR STUDENTS TESTED IN ENGLISH
FILE NONAME (CREATION DATE = 07 JUN 80)

.87	18	1.2	1.2	33.9
.88	19	1.2	1.2	35.1
.89	18	1.2	1.2	36.2
.90	21	1.4	1.4	37.6
.91	28	1.8	1.8	39.4
.92	19	1.2	1.2	40.7
.93	23	1.5	1.5	42.2
.94	25	1.6	1.6	43.9
.95	19	1.2	1.2	45.1
.96	14	.9	.9	46.0
.97	17	1.1	1.1	47.1
.98	23	1.5	1.5	48.6
.99	23	1.5	1.5	50.1
1.00	23	1.5	1.5	51.6
1.01	23	1.5	1.5	53.1
1.02	28	1.8	1.8	54.9
1.03	14	.9	.9	55.9
1.04	15	1.0	1.0	56.8
1.05	12	.8	.8	57.6
1.06	24	1.6	1.6	59.2
1.07	24	1.6	1.6	60.8
1.08	22	1.4	1.4	62.2
1.09	16	1.0	1.0	63.2
1.10	14	.9	.9	64.2
1.11	13	.9	.9	65.0
1.12	16	1.0	1.0	66.1
1.13	19	1.2	1.2	67.3
1.14	12	.8	.8	68.1

79.23

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FREQUENCIES OF FIT STAT FOR TITLE I SCHOOLS
FREQUENCIES FOR STUDENTS TESTED IN ENGLISH
FILE NONAME (CREATION DATE = 07 JUN 80)

1.15	18	1.2	1.2	69.3
1.16	10	.7	.7	69.9
1.17	11	.7	.7	70.6
1.18	16	1.0	1.0	71.7
1.19	14	.9	.9	72.6
1.20	16	1.0	1.0	73.6
1.21	16	1.0	1.0	74.7
1.22	10	.7	.7	75.3
1.23	12	.8	.8	76.1
1.24	7	.5	.5	76.6
1.25	11	.7	.7	77.3
1.26	8	.5	.5	77.8
1.27	5	.3	.3	78.2
1.28	7	.5	.5	78.6
1.29	12	.8	.8	79.4
1.30	6	.4	.4	79.8
1.31	5	.3	.3	80.1
1.32	7	.5	.5	80.6
1.33	7	.5	.5	81.0
1.34	7	.5	.5	81.5
1.35	6	.4	.4	81.9
1.36	8	.5	.5	82.4
1.37	12	.8	.8	83.2
1.38	2	.1	.1	83.3
1.39	6	.4	.4	83.7
1.40	3	.2	.2	83.9
1.41	7	.5	.5	84.4
1.42	7	.5	.5	84.8

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FREQUENCIES OF FIT STAT FOR TITLE I SCHOOLS
FREQUENCIES FOR STUDENTS TESTED IN ENGLISH
FILE   NONAME   (CREATION DATE =  07 JUN 80)

                        1.43        6        .4        .4      85.2
                        1.44        7        .5        .5      85.7
                        1.45        1        .1        .1      85.7
                        1.46        9        .6        .6      86.3
                        1.47        4        .3        .3      86.6
                        1.48        4        .3        .3      86.9
                        1.49        5        .3        .3      87.2
                        1.50        2        .1        .1      87.3
                        1.51        4        .3        .3      87.6
                        1.52        5        .3        .3      87.9
                        1.53        5        .3        .3      88.2
                        1.54        4        .3        .3      88.5
                        1.55        4        .3        .3      88.8
                        1.56        7        .5        .5      89.2
                        1.57        3        .2        .2      89.4
                        1.58        1        .1        .1      89.5
                        1.59        6        .4        .4      89.9
                        1.60        6        .4        .4      90.3
                        1.61        5        .3        .3      90.6
                        1.62        4        .3        .3      90.8
                        1.63        2        .1        .1      91.0
                        1.64        2        .1        .1      91.1
                        1.65        3        .2        .2      91.3
                        1.66        5        .3        .3      91.6
                        1.67        2        .1        .1      91.8
                        1.68        5        .3        .3      92.1
                        1.69        5        .3        .3      92.4
                        1.70        3        .2        .2      92.6
```

FREQUENCIES OF FIT STAT FOR TITLE I SCHOOLS
FREQUENCIES FOR STUDENTS TESTED IN ENGLISH
FILE NONAME (CREATION DATE = 07 JUN 80)

1.71	5	.3	.3	92.9
1.73	6	.4	.4	93.3
1.74	3	.2	.2	93.5
1.75	5	.3	.3	93.9
1.76	2	.1	.1	94.0
1.77	4	.3	.3	94.2
1.78	1	.1	.1	94.3
1.79	2	.1	.1	94.4
1.80	3	.2	.2	94.6
1.81	4	.3	.3	94.9
1.82	1	.1	.1	95.0
1.83	1	.1	.1	95.0
1.84	1	.1	.1	95.1
1.85	2	.1	.1	95.2
1.86	3	.2	.2	95.4
1.87	1	.1	.1	95.5
1.88	1	.1	.1	95.6
1.89	1	.1	.1	95.6
1.90	1	.1	.1	95.7
1.91	3	.2	.2	95.9
1.92	1	.1	.1	95.9
1.93	1	.1	.1	96.0
1.94	2	.1	.1	96.1
1.95	1	.1	.1	96.2
1.96	2	.1	.1	96.3
1.97	1	.1	.1	96.4
1.98	3	.2	.2	96.6
1.99	1	.1	.1	96.7

FREQUENCIES OF FIT STAT FOR TITLE I SCHOOLS
FREQUENCIES FOR STUDENTS TESTED IN ENGLISH
FILE NONAME (CREATION DATE = 07 JUN 80)

2.00	1	.1	.1	96.7
2.01	1	.1	.1	96.8
2.04	1	.1	.1	96.9
2.07	1	.1	.1	96.9
2.08	1	.1	.1	97.0
2.11	1	.1	.1	97.1
2.12	2	.1	.1	97.2
2.17	2	.1	.1	97.3
2.21	1	.1	.1	97.4
2.22	1	.1	.1	97.4
2.24	1	.1	.1	97.5
2.27	1	.1	.1	97.6
2.29	1	.1	.1	97.6
2.32	2	.1	.1	97.8
2.36	2	.1	.1	97.9
2.41	1	.1	.1	98.0
2.46	1	.1	.1	98.0
2.47	1	.1	.1	98.1
2.48	1	.1	.1	98.2
2.49	1	.1	.1	98.2
2.50	1	.1	.1	98.3
2.51	2	.1	.1	98.4
2.52	1	.1	.1	98.5
2.56	1	.1	.1	98.6
2.57	1	.1	.1	98.6
2.60	1	.1	.1	98.7
2.61	1	.1	.1	98.8
2.67	1	.1	.1	98.8

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FREQUENCIES OF FIT STAT FOR TITLE I SCHOOLS
FREQUENCIES FOR STUDENTS TESTED IN ENGLISH
FILE   NONAME   (CREATION DATE =  07 JUN 80)

                              2.74        2         .1         .1       99.0

                              2.79        1         .1         .1       99.0

                              2.83        1         .1         .1       99.1

                              2.87        1         .1         .1       99.1

                              2.93        2         .1         .1       99.3

                              2.95        1         .1         .1       99.3

                              2.98        2         .1         .1       99.5

                              3.04        1         .1         .1       99.5

                              3.11        1         .1         .1       99.6

                              3.16        1         .1         .1       99.7

                              3.27        1         .1         .1       99.7

                              3.29        1         .1         .1       99.8

                              3.57        1         .1         .1       99.9

                              5.76        1         .1         .1       99.9

                              6.06        1         .1         .1      100.0
                                      -------    -------    -------
                             TOTAL     1529      100.0      100.0


MEAN             1.034     STD ERR            .012      MEDIAN               .994
MODE              .850     STD DEV            .451      VARIANCE             .204
KURTOSIS        20.195     SKEWNESS          2.988      RANGE               6.060
MINIMUM              0     MAXIMUM           6.060      SUM              1657.260
C.V. PCT        41.654     .95 C.I.          1.061                TO        1.107

VALID CASES       1529     MISSING CASES        0
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FREQUENCY DISTRIBUTION OF STUDENT FIT STATISTICS FOR KINDERGARTEN STUDENTS IN TITLE I SCHOOLS WHO WERE TESTED IN SPANISH

FREQUENCIES OF FIT STAT FOR TITLE I SCHOOLS
FREQUENCIES FOR STUDENTS TESTED IN SPANISH
FILE NONAME (CREATION DATE = 07 JUN 80)

NEWFIT

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	.53	1	.9	.9	.9
	.64	1	.9	.9	1.8
	.66	1	.9	.9	2.7
	.67	2	1.8	1.8	4.5
	.68	4	3.6	3.6	8.2
	.69	3	2.7	2.7	10.9
	.71	1	.9	.9	11.8
	.72	3	2.7	2.7	14.5
	.74	2	1.8	1.8	16.4
	.75	2	1.8	1.8	18.2
	.76	1	.9	.9	19.1
	.77	1	.9	.9	20.0
	.78	1	.9	.9	20.9
	.79	4	3.6	3.6	24.5
	.80	3	2.7	2.7	27.3
	.81	2	1.8	1.8	29.1
	.83	2	1.8	1.8	30.9
	.84	1	.9	.9	31.8
	.85	2	1.8	1.8	33.6
	.86	1	.9	.9	34.5
	.88	1	.9	.9	35.5
	.89	1	.9	.9	36.4
	.90	1	.9	.9	37.3
	.91	3	2.7	2.7	40.0

79.23

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FREQUENCIES OF FIT STAT FOR TITLE I SCHOOLS
FREQUENCIES FOR STUDENTS TESTED IN SPANISH
FILE NONAME (CREATION DATE = 07 JUN 80)

.92	3	2.7	2.7	42.7
.93	2	1.8	1.8	44.5
.95	2	1.8	1.8	46.4
.96	2	1.8	1.8	48.2
.97	1	.9	.9	49.1
.98	1	.9	.9	50.0
1.00	1	.9	.9	50.9
1.01	3	2.7	2.7	53.6
1.02	2	1.8	1.8	55.5
1.03	1	.9	.9	56.4
1.04	2	1.8	1.8	58.2
1.05	1	.9	.9	59.1
1.07	2	1.8	1.8	60.9
1.08	2	1.8	1.8	62.7
1.09	4	3.6	3.6	66.4
1.10	1	.9	.9	67.3
1.11	1	.9	.9	68.2
1.12	1	.9	.9	69.1
1.13	1	.9	.9	70.0
1.14	3	2.7	2.7	72.7
1.16	1	.9	.9	73.6
1.17	1	.9	.9	74.5
1.21	1	.9	.9	75.5
1.22	2	1.8	1.8	77.3
1.23	1	.9	.9	78.2
1.24	1	.9	.9	79.1
1.25	1	.9	.9	80.0
1.27	3	2.7	2.7	82.7

Attachment C-6
(Page 4 of 4)

```
79.23.
FREQUENCIES OF FIT STAT FOR TITLE I SCHOOLS
FREQUENCIES FOR STUDENTS TESTED IN SPANISH
FILE   NONAME   (CREATION DATE =  07 JUN 80)

                              1.29      2      1.8       1.8      84.5

                              1.30      1       .9        .9      85.5

                              1.33      2      1.8       1.8      87.3

                              1.34      1       .9        .9      88.2

                              1.37      1       .9        .9      89.1

                              1.38      1       .9        .9      90.0

                              1.39      1       .9        .9      90.9

                              1.42      1       .9        .9      91.8

                              1.46      1       .9        .9      92.7

                              1.49      1       .9        .9      93.6

                              1.51      2      1.8       1.8      95.5

                              1.69      1       .9        .9      96.4

                              1.80      1       .9        .9      97.3

                              1.91      1       .9        .9      98.2

                              2.38      1       .9        .9      99.1

                              4.10      1       .9        .9     100.0
                                      ------  ------    ------
                             TOTAL     110    100.0     100.0


MEAN           1.052    STD ERR          .040    MEDIAN           .985
MODE            .680    STD DEV          .415    VARIANCE         .173
KURTOSIS      26.596    SKEWNESS        4.086    RANGE           3.570
MINIMUM         .530    MAXIMUM         4.100    SUM           115.690
C.V. PCT      39.497    .95 C.I.         .973          TO        1.130

VALID CASES      110    MISSING CASES       0
```

DISTRIBUTION OF BOEHM RAW SCORE FOR TITLE I STUDENTS TESTED IN ENGLISH AND SPANISH: PRETEST, POSTTEST, AND GAIN

DISTRIBUTION OF BOEHM TOTAL RAW SCORES FOR TITLE I STUDENTS

FREQUENCY DISTRIBUTION FOR VARIABLE # 1 (9-79 BOEHM TOTAL)

CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT.)	ADJUSTED FREQ (PCT.)	CUMULATIVE FREQ (PCT.)
0.	1.	0.1	0.1	0.1
4.	1.	0.1	0.1	0.3
5.	3.	0.4	0.4	0.7
6.	2.	0.3	0.3	1.0
7.	1.	0.1	0.1	1.2
9.	3.	0.4	0.4	1.6
10.	4.	0.6	0.6	2.2
11.	11.	1.6	1.6	3.7
12.	19.	2.7	2.7	6.5
13.	17.	2.4	2.4	8.9
14.	24.	3.5	3.5	12.4
15.	29.	4.2	4.2	16.6
16.	41.	5.9	5.9	22.5
17.	45.	6.5	6.5	29.0
18.	34.	4.9	4.9	33.9
19.	38.	5.5	5.5	39.3
20.	39.	5.6	5.6	45.0
21.	33.	4.8	4.8	49.7
22.	37.	5.3	5.3	55.0
23.	30.	4.3	4.3	59.4
24.	40.	5.8	5.8	65.1
25.	54.	7.8	7.8	72.9
26.	47.	6.8	6.8	79.7
27.	37.	5.3	5.3	85.0
28.	40.	5.8	5.8	90.8

```
    29.       26.       3.7       3.7       94.5

    30.       19.       2.7       2.7       97.3
    31.        4.       0.6       0.6       97.8

    32.        5.       0.7       0.7       98.6

    34.        1.       0.1       0.1       98.7

    35.        6.       0.9       0.9       99.6

    36.        1.       0.1       0.1       99.7

    42.        1.       0.1       0.1       99.9

    44.        1.       0.1       0.1      100.0

  TOTAL      694.     100.0     100.0

VALID CASES=  694
MISSING CASES=    0

MEAN=    21.3300          VARIANCE=    34.2993
STD. DEV=     5.8566      STD. ERR=     0.2223
MAXIMUM=   44.0000        MINIMUM=     0.0
RANGE=   45.0000
```

DISTRIBUTION OF BOEHM TOTAL RAW SCORES FOR TITLE I STUDENTS

FREQUENCY DISTRIBUTION FOR VARIABLE # 2 (2-80 BOEHM TOTAL)

CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT.)	ADJUSTED FREQ (PCT.)	CUMULATIVE FREQ (PCT.)
11.	1.	0.1	0.1	0.1
12.	1.	0.1	0.1	0.3
13.	1.	0.1	0.1	0.4
16.	1.	0.1	0.1	0.6
17.	2.	0.3	0.3	0.9
18.	1.	0.1	0.1	1.0
19.	2.	0.3	0.3	1.3
20.	3.	0.4	0.4	1.7
21.	5.	0.7	0.7	2.4
22.	8.	1.2	1.2	3.6
23.	4.	0.6	0.6	4.2
24.	5.	0.7	0.7	4.9
25.	10.	1.4	1.4	6.3
26.	13.	1.9	1.9	8.2
27.	21.	3.0	3.0	11.2
28.	16.	2.3	2.3	13.5
29.	19.	2.7	2.7	16.3
30.	25.	3.6	3.6	19.9
31.	31.	4.5	4.5	24.4
32.	36.	5.2	5.2	29.5
33.	36.	5.2	5.2	34.7
34.	33.	4.8	4.8	39.5
35.	37.	5.3	5.3	44.8
36.	41.	5.9	5.9	50.7
37.	45.	6.5	6.5	57.2

```
      38.        46.        6.6        6.6        63.8

      39.        40.        5.8        5.8        69.6

      40.        38.        5.5        5.5        75.1

      41.        53.        7.6        7.6        82.7

      42.        27.        3.9        3.9        86.6

      43.        26.        3.7        3.7        90.3

      44.        18.        2.6        2.6        92.9

      45.        21.        3.0        3.0        96.0

      46.        12.        1.7        1.7        97.7

      47.         8.        1.2        1.2        98.8

      48.         8.        1.2        1.2       100.0

    TOTAL       694.      100.0      100.0

  VALID CASES=  694
  MISSING CASES=     0

  MEAN=    35.6772           VARIANCE=    40.9664
  STD. DEV=     6.4005       STD. ERR=      0.2430
  MAXIMUM=   48.0000         MINIMUM=    11.0000
  RANGE=   38.0000
```

DISTRIBUTION OF BOEHM TOTAL RAW SCORES FOR TITLE I STUDENTS

FREQUENCY DISTRIBUTION FOR VARIABLE # 3 (1979-80 BOEHM GAINS)

CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT.)	ADJUSTED FREQ (PCT.)	CUMULATIVE FREQ (PCT.)
-8.	1.	0.1	0.1	0.1
-4.	1.	0.1	0.1	0.3
-3.	1.	0.1	0.1	0.4
-2.	2.	0.3	0.3	0.7
0.	3.	0.4	0.4	1.2
1.	2.	0.3	0.3	1.4
2.	6.	0.9	0.9	2.3
3.	3.	0.4	0.4	2.7
4.	7.	1.0	1.0	3.7
5.	15.	2.2	2.2	5.9
6.	18.	2.6	2.6	8.5
7.	18.	2.6	2.6	11.1
8.	34.	4.9	4.9	16.0
9.	26.	3.7	3.7	19.7
10.	23.	3.3	3.3	23.1
11.	47.	6.8	6.8	29.8
12.	48.	6.9	6.9	36.7
13.	50.	7.2	7.2	43.9
14.	55.	7.9	7.9	51.9
15.	52.	7.5	7.5	59.4
16.	43.	6.2	6.2	65.6
17.	41.	5.9	5.9	71.5
18.	37.	5.3	5.3	76.8
19.	35.	5.0	5.0	81.8
20.	25.	3.6	3.6	85.4

```
      21.        22.        3.2        3.2        88.6

      22.        18.        2.6        2.6        91.2
      23.        24.        3.5        3.5        94.7

      24.        11.        1.6        1.6        96.3

      25.         7.        1.0        1.0        97.3

      26.         4.        0.6        0.6        97.8

      27.         8.        1.2        1.2        99.0

      28.         4.        0.6        0.6        99.6

      29.         1.        0.1        0.1        99.7

      30.         1.        0.1        0.1        99.9

      31.         1.        0.1        0.1       100.0

    TOTAL       694.      100.0      100.0

  VALID CASES=   694
  MISSING CASES=     0

  MEAN=    14.3473          VARIANCE=    33.3295
  STD. DEV=     5.7732      STD. ERR=     0.2191
  MAXIMUM=   31.0000        MINIMUM=    -8.0000
  RANGE=   40.0000
```

DISTRIBUTION OF BOEHM RAW SCORE FOR TITLE I STUDENTS TESTED IN ENGLISH: PRETEST; POSTTEST, AND GAIN

BOEHM TOTAL RAW SCORES FOR STUDENTS PRE AND POSTTESTED IN ENGLISH

FREQUENCY DISTRIBUTION FOR VARIABLE # 1 (9-79 BOEHM TOTAL)

CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT.)	ADJUSTED FREQ (PCT.)	CUMULATIVE FREQ (PCT.)
0.	1.	0.2	0.2	0.2
4.	1.	0.2	0.2	0.3
5.	2.	0.3	0.3	0.6
6.	2.	0.3	0.3	1.0
7.	1.	0.2	0.2	1.1
9.	3.	0.5	0.5	1.6
10.	4.	0.6	0.6	2.3
11.	9.	1.5	1.5	3.7
12.	16.	2.6	2.6	6.3
13.	16.	2.6	2.6	8.9
14.	20.	3.2	3.2	12.2
15.	26.	4.2	4.2	16.4
16.	34.	5.5	5.5	21.9
17.	37.	6.0	6.0	27.9
18.	33.	5.4	5.4	33.3
19.	30.	4.9	4.9	38.1
20.	35.	5.7	5.7	43.8
21.	25.	4.1	4.1	47.9
22.	36.	5.8	5.8	53.7
23.	29.	4.7	4.7	58.4
24.	36.	5.8	5.8	64.3
25.	45.	7.3	7.3	71.6
26.	42.	6.8	6.8	78.4
27.	35.	5.7	5.7	84.1
28.	37.	6.0	6.0	90.1

```
     29.         24.        3.9         3.9        94.0

     30.         18.        2.9         2.9        96.9
     31.          4.        0.6         0.6        97.6

     32.          5.        0.8         0.8        98.4

     34.          1.        0.2         0.2        98.5

     35.          6.        1.0         1.0        99.5

     36.          1.        0.2         0.2        99.7

     42.          1.        0.2         0.2        99.8

     44.          1.        0.2         0.2       100.0

   TOTAL        616.      100.0       100.0

VALID CASES=  616
MISSING CASES=     0

MEAN=    21.4903            VARIANCE=    35.0308
STD. DEV=     5.9187        STD. ERR=     0.2385
MAXIMUM=   44.0000          MINIMUM=     0.0
RANGE=   45.0000
```

BOEHM TOTAL RAW SCORES FOR STUDENTS PRE AND POSTTESTED IN ENGLISH

```
FREQUENCY DISTRIBUTION FOR VARIABLE # 2 (2-80 BOEHM TOTAL     )

                             RELATIVE   ADJUSTED   CUMULATIVE
                  ABSOLUTE     FREQ       FREQ        FREQ
      CODE          FREQ      (PCT.)     (PCT.)      (PCT.)

       11.           1.        0.2        0.2         0.2

       12.           1.        0.2        0.2         0.3

       16.           1.        0.2        0.2         0.5

       17.           1.        0.2        0.2         0.6

       18.           1.        0.2        0.2         0.8

       19.           1.        0.2        0.2         1.0

       20.           2.        0.3        0.3         1.3

       21.           3.        0.5        0.5         1.8

       22.           7.        1.1        1.1         2.9

       23.           3.        0.5        0.5         3.4

       24.           2.        0.3        0.3         3.7

       25.           8.        1.3        1.3         5.0

       26.          10.        1.6        1.6         6.7

       27.          20.        3.2        3.2         9.9

       28.          15.        2.4        2.4        12.3

       29.          19.        3.1        3.1        15.4

       30.          22.        3.6        3.6        19.0

       31.          26.        4.2        4.2        23.2

       32.          32.        5.2        5.2        28.4

       33.          32.        5.2        5.2        33.6

       34.          27.        4.4        4.4        38.0

       35.          32.        5.2        5.2        43.2

       36.          36.        5.8        5.8        49.0

       37.          38.        6.2        6.2        55.2

       38.          43.        7.0        7.0        62.2
      79.23

    39.       38.       6.2       6.2       68.3

    40.       34.       5.5       5.5       73.9
    41.       48.       7.8       7.8       81.7

    42.       24.       3.9       3.9       85.6

    43.       24.       3.9       3.9       89.4

    44.       17.       2.8       2.8       92.2

    45.       20.       3.2       3.2       95.5

    46.       12.       1.9       1.9       97.4

    47.        8.       1.3       1.3       98.7

    48.        8.       1.3       1.3      100.0

  TOTAL      616.     100.0     100.0

VALID CASES=  616
MISSING CASES=    0

MEAN=    35.9870          VARIANCE=    39.2746
STD. DEV=    6.2669       STD. ERR=     0.2525
MAXIMUM=   48.0000        MINIMUM=   11.0000
RANGE=   38.0000
```

BOEHM TOTAL RAW SCORES FOR STUDENTS PRE AND POSTTESTED IN ENGLISH

FREQUENCY DISTRIBUTION FOR VARIABLE # 3 (1979-80 BOEHM GAINS)

CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT.)	ADJUSTED FREQ (PCT.)	CUMULATIVE FREQ (PCT.)
-8.	1.	0.2	0.2	0.2
-4.	1.	0.2	0.2	0.3
-2.	1.	0.2	0.2	0.5
0.	3.	0.5	0.5	1.0
1.	2.	0.3	0.3	1.3
2.	3.	0.5	0.5	1.8
3.	3.	0.5	0.5	2.3
4.	6.	1.0	1.0	3.2
5.	12.	1.9	1.9	5.2
6.	15.	2.4	2.4	7.6
7.	17.	2.8	2.8	10.4
8.	27.	4.4	4.4	14.8
9.	20.	3.2	3.2	18.0
10.	20.	3.2	3.2	21.3
11.	44.	7.1	7.1	28.4
12.	44.	7.1	7.1	35.6
13.	43.	7.0	7.0	42.5
14.	52.	8.4	8.4	51.0
15.	48.	7.8	7.8	58.8
16.	41.	6.7	6.7	65.4
17.	35.	5.7	5.7	71.1
18.	35.	5.7	5.7	76.8
19.	32.	5.2	5.2	82.0
20.	21.	3.4	3.4	85.4
21.	22.	3.6	3.6	89.0

79.23

```
      22.        14.        2.3        2.3       91.2

      23.        22.        3.6        3.6       94.8
      24.        11.        1.8        1.8       96.6

      25.         3.        0.5        0.5       97.1

      26.         4.        0.6        0.6       97.7

      27.         7.        1.1        1.1       98.9

      28.         4.        0.6        0.6       99.5

      29.         1.        0.2        0.2       99.7

      30.         1.        0.2        0.2       99.8

      31.         1.        0.2        0.2      100.0

    TOTAL       616.      100.0      100.0

  VALID CASES=  616
  MISSING CASES=    0

  MEAN=    14.4968             VARIANCE=    31.8374
  STD. DEV=     5.6425         STD. ERR=     0.2273
  MAXIMUM=   31.0000           MINIMUM=   -8.0000
  RANGE=   40.0000
```

DISTRIBUTION OF BOEHM RAW SCORES FOR TITLE I STUDENTS TESTED IN SPANISH: PRETEST, POSTTEST, AND GAIN

```
BOEHM TOTAL RAW SCORES FOR STUDENTS PRE AND POSTTESTED IN SPANISH

FREQUENCY DISTRIBUTION FOR VARIABLE # 1 (9-79 BOEHM TOTAL     )

                          RELATIVE   ADJUSTED   CUMULATIVE
              ABSOLUTE      FREQ       FREQ        FREQ
    CODE        FREQ       (PCT.)     (PCT.)      (PCT.)

     11.          1.          1.8        1.8         1.8

     12.          2.          3.6        3.6         5.5

     13.          1.          1.8        1.8         7.3

     14.          3.          5.5        5.5        12.7

     15.          3.          5.5        5.5        18.2

     16.          5.          9.1        9.1        27.3

     17.          6.         10.9       10.9        38.2

     18.          1.          1.8        1.8        40.0

     19.          4.          7.3        7.3        47.3

     20.          4.          7.3        7.3        54.5

     21.          5.          9.1        9.1        63.6

     22.          1.          1.8        1.8        65.5

     24.          2.          3.6        3.6        69.1

     25.          7.         12.7       12.7        81.8

     26.          4.          7.3        7.3        89.1

     27.          1.          1.8        1.8        90.9

     28.          3.          5.5        5.5        96.4

     29.          2.          3.6        3.6       100.0

   TOTAL         55.        100.0      100.0

VALID CASES=    55
MISSING CASES=     0

MEAN=    20.2545          VARIANCE=    24.8599
STD. DEV=     4.9860      STD. ERR=     0.6723
MAXIMUM=    29.0000       MINIMUM=    11.0000
RANGE=    19.0000
```

```
BOEHM TOTAL RAW SCORES FOR STUDENTS PRE AND POSTTESTED IN SPANISH

FREQUENCY DISTRIBUTION FOR VARIABLE # 2 (2-80 BOEHM TOTAL     )

                        RELATIVE  ADJUSTED  CUMULATIVE
              ABSOLUTE    FREQ      FREQ       FREQ
   CODE         FREQ     (PCT.)    (PCT.)     (PCT.)

    13.          1.        1.8       1.8        1.8

    17.          1.        1.8       1.8        3.6

    19.          1.        1.8       1.8        5.5

    21.          2.        3.6       3.6        9.1

    22.          1.        1.8       1.8       10.9

    24.          2.        3.6       3.6       14.5

    25.          2.        3.6       3.6       18.2

    26.          3.        5.5       5.5       23.6

    30.          2.        3.6       3.6       27.3

    31.          3.        5.5       5.5       32.7

    32.          3.        5.5       5.5       38.2

    33.          4.        7.3       7.3       45.5

    34.          4.        7.3       7.3       52.7

    35.          4.        7.3       7.3       60.0

    36.          5.        9.1       9.1       69.1

    37.          6.       10.9      10.9       80.0

    38.          3.        5.5       5.5       85.5

    40.          4.        7.3       7.3       92.7

    41.          1.        1.8       1.8       94.5

    42.          2.        3.6       3.6       98.2

    45.          1.        1.8       1.8      100.0

  TOTAL         55.      100.0     100.0

VALID CASES=    55
MISSING CASES=     0

MEAN=    32.5818          VARIANCE=    46.7293
STD. DEV=      6.8359     STD. ERR=     0.9218
MAXIMUM=    45.0000       MINIMUM=   13.0000
RANGE=   33.0000
```

Attachment C-9
(Page 4 of 4)

```
     79.23
BOEHM TOTAL RAW SCORES FOR STUDENTS PRE AND POSTTESTED IN SPANISH

FREQUENCY DISTRIBUTION FOR VARIABLE # 3 (1979-80 BOEHM GAINS )

                           RELATIVE  ADJUSTED  CUMULATIVE
                ABSOLUTE     FREQ      FREQ       FREQ
     CODE         FREQ      (PCT.)    (PCT.)     (PCT.)

      -3.          1.         1.8       1.8        1.8

      -2.          1.         1.8       1.8        3.6

       2.          3.         5.5       5.5        9.1

       5.          3.         5.5       5.5       14.5

       6.          3.         5.5       5.5       20.0

       7.          1.         1.8       1.8       21.8

       8.          5.         9.1       9.1       30.9

       9.          4.         7.3       7.3       38.2

      10.          1.         1.8       1.8       40.0

      11.          1.         1.8       1.8       41.8

      12.          3.         5.5       5.5       47.3

      13.          6.        10.9      10.9       58.2

      14.          2.         3.6       3.6       61.8

      15.          4.         7.3       7.3       69.1

      16.          1.         1.8       1.8       70.9

      17.          4.         7.3       7.3       78.2

      18.          2.         3.6       3.6       81.8

      19.          2.         3.6       3.6       85.5

      20.          3.         5.5       5.5       90.9

      22.          1.         1.8       1.8       92.7

      23.          1.         1.8       1.8       94.5

      25.          3.         5.5       5.5      100.0

    TOTAL         55.       100.0     100.0

VALID CASES=    55
MISSING CASES=     0

MEAN=    12.3273          VARIANCE=    43.9279
STD. DEV=      6.6278     STD. ERR=      0.8937
MAXIMUM=    25.0000       MINIMUM=    -3.0000
RANGE=    29.0000
```

ANALYSES COMPARING GAINS MADE BY TITLE I STUDENTS SERVED BY TITLE I TEACHERS ONLY, TITLE I AIDES ONLY, OR BOTH

Variable Number	Description
1	Feb., 1980, Boehm raw score.
2	Sept., 1979, Boehm raw score.
3	Sept., 1979, Boehm raw score if served by teacher only; 0, otherwise.
4	Sept., 1979, Boehm raw score if served by aide only; 0, otherwise.
5	Sept., 1979, Boehm raw score if served by both; 0, otherwise.
6	Group membership: 1 if served by teacher only; 0, otherwise.
7	Group membership: 1 if served by aide only; 0, otherwise.
8	Group membership: 1 if served by both; 0, otherwise.

```
    *** OUTPUT FROM PROGRAM REGRAN ***

 REGRANS FOR TEACHER EFFECT -- TITLE I KINDERGARTEN STUDENTS 79-80

 PARAMETERS
 COL  1- 5 =     8
 COL  6-10 =   366
 COL 11-15 =     3
 COL 16-20 =     2
 COL 21-25 =     1

 DATA FORMAT = (A4,8F5.0)


 INTERCORRELATION ANALYSIS.


 MEANS            1          2          3          4          5          6          7          8
              35.8251    21.8388     9.4891     8.6202     3.7295     0.4699     0.3552     0.1749

 SIGMAS           1          2          3          4          5          6          7          8
               5.9623     5.1675    10.6149    11.9859     8.3090     0.4991     0.4786     0.3799

 R MATRIX         1          2          3          4          5          6          7          8

       1       1.0000     0.5485     0.0515     0.2022    -0.0164    -0.0807     0.1300    -0.0577

       2       0.5485     1.0000    -0.0822     0.4798     0.0349    -0.3001     0.3491    -0.0455

       3       0.0515    -0.0822     1.0000    -0.6429    -0.4012     0.9494    -0.6635    -0.4115

       4       0.2022     0.4798    -0.6429     1.0000    -0.3228    -0.6772     0.9690    -0.3311

       5      -0.0164     0.0349    -0.4012    -0.3228     1.0000    -0.4226    -0.3331     0.9750

       6      -0.0807    -0.3001     0.9494    -0.6772    -0.4226     1.0000    -0.6988    -0.4335

       7       0.1300     0.3491    -0.6635     0.9690    -0.3331    -0.6988     1.0000    -0.3417

       8      -0.0577    -0.0455    -0.4115    -0.3311     0.9750    -0.4335    -0.3417     1.0000
```

Attachment C-10
(Page 2 of 4)

```
MODEL   1 M1  CRITERION =  1

R = 0.5574      RSQ = 0.3107        191 ITERATIONS.

  V      BETA        B
  3    1.2878    0.7233
  4    1.2976    0.6455
  5    0.7450    0.5346
  6   -0.5675   -6.7798
  7   -0.5036   -6.2736
  8   -0.2405   -3.7749
REG. CONST. =   27.4781


MODEL   2 M2  CRITERION =  1

PREDICTORS =  2- 2  6- 8
P =  2   RSQ = 0.3008
P =  6   RSQ = 0.3085
P =  8   RSQ = 0.3086
P =  7   RSQ = 0.3086

R = 0.5555      RSQ = 0.3086          4 ITERATIONS.

  V      BETA        B
  2    0.5782    0.6672
  6    0.0925    1.1050
  7   -0.0043   -0.0535
  8    0.0086    0.1353
REG. CONST. =   20.7308
```

```
MODEL   3 M3  CRITERION =  1

PREDICTORS =  2- 2
P =  2   RSQ = 0.3008

R = 0.5485      RSQ = 0.3008          1 ITERATIONS.

  V      BETA       B
  2    0.5485    0.6328
REG. CONST. =    22.0055


F-TEST  1   TOTAL RAW SCORE -- BOEHM -- M1 VS M2
RSQ FULL =     0.3107      MODEL  1
RSQ REDUCED = 0.3086      MODEL  2
DIFFERENCE =  0.0021
DFN =  2.      DFD =  360.     F-RATIO =    0.552   P = 0.5821


F-TEST  2   TOTAL RAW SCORE -- BOEHM -- M2 VS M3
RSQ FULL =     0.3086      MODEL  2
RSQ REDUCED = 0.3008      MODEL  3
DIFFERENCE =  0.0078
DFN =  2.      DFD =  362.     F-RATIO =    2.047   P = 0.1284
```

COMPARISON OF GAINS MADE BY TITLE I STUDENTS RECEIVING TITLE I SERVICES IN THE CLASSROOM ONLY AND IN THE READING CENTER ONLY

Variable Number	Description
1	Feb., 1980, Boehm raw score.
2	Sept., 1980, Boehm raw score.
3	Sept., 1980, Boehm raw score if served in classroom only; 0, otherwise.
4	Sept., 1980, Boehm raw score if served in reading center; 0, otherwise.
5	Group membership: 1 if served in classroom only; 0, otherwise.
6	Group membership: 1 if served in reading center; 0, otherwise.

```
*** OUTPUT FROM PROGRAM REGRAN ***

REGRANS FOR LOCATION EFFECT -- TITLE I KINDERGARTEN STUDENTS 79-80

PARAMETERS
COL  1- 5 =      6
COL  6-10 =    366
COL 11-15 =      3
COL 16-20 =      2
COL 21-25 =      1

DATA FORMAT = (A4,6F5.0)


INTERCORRELATION ANALYSIS.


MEANS              1          2          3          4          5          6
             35.8251    21.8388     7.5437    14.2951     0.3579     0.6421


SIGMAS             1          2          3          4          5          6
              5.9623     5.1575    10.5839    11.4176     0.4794     0.4794


R MATRIX           1          2          3          4          5          6

       1      1.0000     0.5485     0.0186     0.2310    -0.0737     0.0737

       2      0.5485     1.0000     0.0764     0.3817    -0.1102     0.1102

       3      0.0186     0.0764     1.0000    -0.8924     0.9546    -0.9546

       4      0.2310     0.3817    -0.8924     1.0000    -0.9348     0.9348

       5     -0.0737    -0.1102     0.9546    -0.9348     1.0000    -1.0000

       6      0.0737     0.1102    -0.9546     0.9348    -1.0000     1.0000
```

```
MODEL  1 M1  CRITERION =  1
R = 0.5502      RSQ = 0.3028          40 ITERATIONS.

  V      BETA        B
  3    1.0364     0.5838
  4    1.2642     0.6602
  5    0.0842     1.0478
  6   -0.0314    -0.3907
REG. CONST. =    21.8596


MODEL  2 M2  CRITERION =  1

PREDICTORS =  2- 2  5- 6
P =  2    RSQ = 0.3008
P =  6    RSQ = 0.3010

R = 0.5486      RSQ = 0.3010          2 ITERATIONS.

  V      BETA        B
  2    0.5470     0.6311
  5    0.0        0.0
  6    0.0134     0.1671
REG. CONST. =    21.9355
```

```
MODEL  3 M3  CRITERION =  1

PREDICTORS =  2- 2
P =  2   RSQ = 0.3008

R = 0.5485      RSQ = 0.3008          1 ITERATIONS.

  V      BETA        B
  2    0.5485     0.6328
REG. CONST. =    22.0055


F-TEST  1   TOTAL RAW SCORE -- BOEHM -- M1 VS M2
RSQ FULL =      0.3028      MODEL  1
RSQ REDUCED = 0.3010      MODEL  2
DIFFERENCE =  0.0018
DFN =  1.      DFD =  362.     F-RATIO =   0.928   P = 0.3377


F-TEST  2   TOTAL RAW SCORE -- BOEHM -- M2 VS M3
RSQ FULL =      0.3010      MODEL  2
RSQ REDUCED = 0.3008      MODEL  3
DIFFERENCE =  0.0002
DFN =  1.      DFD =  363.     F-RATIO =   0.093   P = 0.7590
```

ESEA Title I

Appendix D

METROPOLITAN READINESS TEST

79.23

Instrument Description: Metropolitan Readiness Test (MRT)

Brief description of the instrument:

The MRT is designed to measure the extent to which school beginners have developed skills that contribute to readiness for first-grade instruction. The battery consists of eight tests, two each measuring auditory, visual, language, and quantitative skills. Level II, Form P was used in all AISD testing.

To whom was the instrument administered?

All first-grade students in AISD.

How many times was the instrument administered?

Once.

When was the instrument administered?

September, 1979.

Where was the instrument administered?

In the classrooms.

Who administered the instrument?

The classroom teachers.

What training did the administrators have?

Written instructions were provided with test materials. Additional training could have been done at the options of the counselors or principals.

Was the instrument administered under standardized conditions?

Individual variations in testing procedures may have occurred.

Were there problems with the instrument or the administration that might affect the validity of the data?

Possible individual variations in testing problems by classroom teachers.

Who developed the instrument?

The original (1933) version was developed by Dr. Gertrude Hildreth. The 1976 version by Joanne Nurss and Mary McGauvran, and is published by Harcourt, Brace, Jovanovich.

What reliability and validity data are available on the instrument?

For level II Form P, test-retest reliabilities of the four skill areas, as measured by the Kuder-Richardson formula 20 coefficient, ranged from .73 to .92; KR-20 for the entire battery was .94. Split-half reliabilities ranged from .72 to .93; split-half reliability for the entire battery was .93. Validity: Corelation between scores on MRT Level II Form P and Metropolitan Achievement Tests was .72; between MRT Level II Form P and Stanford Achievement test was .78.

Are there norm data available for interpreting the results?

Staines for each of the four skill area scores and percentile values and staines for the composite battery score are available. A total of 62,233 students were in the norm groups used in standardizing Level II.

METROPOLITAN READINESS TEST

Purpose

The Metropolitan Readiness Test (MRT) was used in answering the following decision and evaluation questions for Title I Evaluation Design for 1979-80.

> Decision Question D1: Is more effective concentration on students with the greatest needs necessary?
>
> > Evaluation Question D1-1: What are the "effective Title I eligibility" criteria at each school?
> >
> > Evaluation Question D1-2: What uniform Districtwide criterion would have identified the same number of students at each grade?
> >
> > Evaluation Question D1-3: How many students scoring above the 40th percentile were served by Title I?
> >
> > Evaluation Question D1-4: How many students scoring below the 40th percentile were not served by Title I, Title I Migrant, Title VII, Local/State Bilingual, or Special Education?
>
> Decision Question D2: How should Title I students be selected?
>
> > Evaluation Question D2-3: If students with invalid scores can be identified, how many students would need to be retested in Title I schools?

The MRT was also used to help answer Information Needs I4 and I5 as part of the Needs Assessment.

Information Need I4: How many students in each school scored below each ten percentile points on the Boehm, MRT, and CAT Reading and Math tests?

Information Need I5: How many students would be eligible for Title I services for various combinations of criteria for campus and student eligibility?

Procedure

The Metropolitan Readiness Test was administered by all AISD first grade teachers to their classes. September 10-14. Makeups were administered September 17-21. Teachers scored the MRT and forwarded the results to ORE. The Final Technical Report, Systemwide Testing, publication number 79.14, contains the details of the scoring and processing of the MRT.

Results

All evaluation findings using the MRT are reported in other reports or in other appendices of this report.

Results relevant to evaluation questions D1-1, D1-2, D1-3, and D1-4 are reported in Appendix M (1979-80 Nine-Week Reports) of this volume.

Evaluation Question D2-3: If students with invalid scores can be identified, how many students would need to be retested in Title I schools?

The analyses necessary to answer this question require item responses by students in order to calculate student fit statistics. Item responses to the MRT are not available; therefore, the analyses could not be done.

Information needs I4 and I5 were reported in the Needs Assessment for the Preparation of the 1980-81 ESEA Title I Application, publication number 79.33.

ESEA Title I

Appendix E

CALIFORNIA ACHIEVEMENT TESTS

Instrument Description: California Achievement Tests (CAT)

Brief description of the instrument:

The CAT is a standardized achievement test battery with norms. It was administered districtwide each spring at grades 1-8 prior to 1979-80. Title I Evaluation used only the reading tests in its analyses. Vocabulary and comprehension subtests make up the reading test.

To whom was the instrument administered?

Selected students in grades 1-5 were tested as part of the district CAT-ITBS equating study. Also, students with invalid CAT scores from spring, 1979, were retested. Students entering Title I schools without spring 1979 scores were tested.

How many times was the instrument administered?

Continuously as part of the process for identifying students eligible for Title I participation.

When was the instrument administered?

See above.

Where was the instrument administered?

In the classrooms.

Who administered the instrument?

Classroom teachers or school counselors.

What training did the administrators have?

Teacher and counselors were given a copy of the manual and other information and guidelines.

Was the instrument administered under standardized conditions?

Standardized instructions were given in the testing manuals. Individual variations in administration procedures may have occurred.

Were there problems with the instrument or the administration that might affect the validity of the data?

None known.

Who developed the instrument?

CTB/McGraw-Hill.

What reliability and validity data are available on the instrument?

Exhaustive reliability data, summarized by Kuder-Richardson formula 20 coefficient, are provided in the Technical Bulletins. Validity data are not provided.

Are there norm data available for interpreting the results?

National and AISD norms are available. Conversions tables are available for percentiles, stanines, and grade equivalents. Total standardization sample for all grades consisted of 203,604 students in 36 states. See the publications manual for complete data.

CALIFORNIA ACHIEVEMENT TESTS

Purpose

California Achievement Tests (CAT) results were used to answer the following decision and evaluation questions from the 1979-80 Title I Evaluation Design.

Decision Question D1: Is more effective concentration on students with the greatest needs necessary?

Evaluation Question D1-1: What are the "effective Title I eligibility" criteria at each school?

Evaluation Question D1-2: What uniform Districtwide criterion would have identified the same number of students at each grade?

Evaluation Question D1-3: How many students scoring above the 40th percentile were served by Title I?

Evaluation Question D1-4: How many students scoring below the 40th percentile were not served by Title I, Title I Migrant, Title VII, Local/State Bilingual, or Special Education?

Decision Question D2: How should Title I students be selected?

Evaluation Question D2-1: Would the inclusion of factors other than achievement test scores into a formula improve the identification of students with the greatest needs?

Evaluation Question D2-2: Can students with possibly invalid test scores be identified by ORE prior to sending out test results to campuses?

Evaluation Question D2-3: If students with invalid scores can be identified, how many students would need to be retested in Title I schools?

Decision Question D3: Should the Title I Reading Component be modified? If so, how?

Evaluation Question D3-1: Were the objectives of the Title I Reading Component met? The objectives are:

Upon completion of the 1979-80 school year, students in the Reading program in grade 1 will score as follows on April, 1980, administration of the California Achievement Test* (Reading Section):

34% will score at the 64th percentile or above
25% will score between the 44th and 63rd percentiles
11% will score between the 33rd and 43rd percentiles
14% will score between the 21st and 32nd percentiles
16% will score at or below the 20th percentile

Upon completion of the 1979-80 school year, students in the Reading program in grade 2 will make the following gains as measured by the California Achievement Test* (Reading Section):

19% will gain 10 percentile points or more
4% will gain 7-9 percentile points
4% will gain 4-6 percentile points
6% will gain 1-3 percentile points
67% will show normal gain or less for students at the same level

Upon completion of the 1979-80 school year, students in the Reading program in grade 3 will make the following gains as measured by the California Achievement Test* (Reading Section):

30% will gain 10 percentile points or more
6% will gain 7-9 percentile points
7% will gain 4-6 percentile points
12% will gain 1-3 percentile points
45% will show normal gain or less for students at the same level

Upon completion of the 1979-80 school year, students in the Reading program in grade 4 will make the following gains as measured by the California Achievement Test* (Reading Section):

22% will gain 10 percentile points or more
6% will gain 7-9 percentile points
6% will gain 4-6 percentile points
10% will gain 1-3 percentile points
56% will show normal gain or less for students at the same level

---

* The posttest will be the Iowa Test of Basic Skills. A local equating study will provide CAT percentile equivalents for measuring the objectives.

Upon completion of the 1979-80 school year, students in the Reading program in grade 5 will make the following gains as measured by the California Achievement Test* (Reading Section):

26% will gain 10 percentile points or more
6% will gain 7-9 percentile points
10% will gain 4-6 percentile points
10% will gain 1-3 percentile points
48% will show normal gain or less for students at the same level

Evaluation Question D3-5: Were there differences in achievement gains made by students served by:

a. Title I reading teachers only,
b. Title I aides only,
c. both Title I reading teachers and aides?

Decision Question D5: Should the Title I Extended Day Component be continued, expanded, or revised? If so, how?

Evaluation Question D5-1: Were the objectives of the Extended Day component met? The objectives were the same as the objectives for the Reading Component.

Evaluation Question D5-2: Did the Extended Day participants show greater gains than a matched group of participants in the regular Title I program at Sanchez?

Evaluation Question D5-3: How cost effective was the Extended Day Component compared with the regular Title I program at Sanchez?

The results from the CAT were also used to provide information about the following information needs.

Information Need I3: How does the performance of Title I students in the CAT skill areas compare to that of non-Title I students in their schools?

Information Need I4: How many students in each school scored below each ten percentile points on the Boehm, MRT, and CAT Reading and Math tests?

Information Need I5: How many students would be eligible for Title I services for various combinations of criteria for campus and student eligibility?

---

* The posttest will be the Iowa Tests of Basic Skills. A local equating study will provide CAT percentile equivalents for measuring the objectives.

Information Need 17: For each grade served by an instructional component, what was the average gain from pre to post?

Information Need 18: Did the Title I Program meets its objectives?

Information Need 110: What are the results when a quasi-Model C evaluation model is implemented using 1978-79 evaluation results?

Information Need 111: What are the implication of identifying invalid scores and doing retesting on the use of Model C? Especially consider the requirement that results be reported on 70% of participants.

Procedure

Prior to the 1979-80 school year the California Achievement Tests (CAT) were given systemwide to all students in grades 1-8. Scores from the 1978-79 school year are used in this report. Procedures for the administration of the CAT for that year can be found in the Final Technical Report, Systemwide Testing, publication number 78.45.

Because so many analyses were done using the CAT results from 1978, procedures are described briefly along with the results related to each evaluation question.

Results

The CAT results are presented below by evaluation question or information need.

Evaluation Question D1-1 through D1-4: Results relevant to these evaluation questions are reported in Appendix M, "1978-80 Nine-Week Reports," of this report."

Evaluation Question D2-1: Would the inclusion of factors other than achievement test scores into a formula improve the identification of students with the greatest needs?

Results relevant to this question were published in the 1979 Summer School Interim Report, publication number 79.16.

Evaluation Question D2-2: Can students with possibly invalid test scores be identified by ORE prior to sending out test results to campuses?

Students do not always apply themselves equally to tests. Boredome, disruption, illness, and other factors can act to make the scores of some students poor predictors of their true achievement levels.

The Rasch approach (Rasch, 1960; Wright, 1977) to test design allows for computation of a student fit statistic to assess how well a student's responses fit the Rasch Model.

This method of detecting students with questionnable scores was examined using 1979, Level 3 CAT reading subtest scores for all students tested in grades 4 and 5 in AISD. The analyses were limited to Level 3 because item responses were not available for other levels. The following steps were used in doing the analyses:

1. A tape of student responses to the Level 3 reading subtest was taken to UT for analysis.
2. The tape was converted to an internal tape.
3. Duplicate records for students were identified and removed from the file.
4. The responses were scored. A file of scored item responses (1=correct, 0 = incorrect) was saved as file NEWCAT on permanent file set 6475.
5. The responses of all students were used to Rasch calibrate the items by subtest. Veldman's program RASCH (Veldman, 1978) was used for the calibration. The output from program RASCH can be found in Attachments E-1 (Vocabulary) and E-2 (Reading Comprehension).
6. Student fit statistics for each student for each subtest were obtained as output from program RASCH. They were added to file NEWCAT.

Once the basic file had been created, two different approaches were taken to gather information about how useful the fit statistics might be for identifying students with possibly invalid scores. The first involved using retests given to students in Title I schools. The new Title I legislation, at least as it is being interpreted in Texas, requires that all Title I students be identified for services on the basis of an objective test score. Since test scores are not completely reliable measures of student achievement, the schools were provided with test materials to use in retesting students for whom they felt the systemwide test results gave either an overestimate or an underestimate of the student's achievement level. The schools sent Level 3 retest results to ORE for about 20 students. An attempt was made to see if the original tests for those students would be identified as possibly invalid by using the fit statistic. Figure E-1 shows the two test scores and two fit statistics for 11 students whose records could be found in file NEWCAT. In order to interpret the figure, one must have some idea of what constitutes an unacceptable fit statistic. Unfortunately, the characteristics of the student fit statistic are not thoroughly understood. Because the fit statistic is continuous in its distribution, there is no clear dichotomy between good and bad values. Figure E-2 provides distribution statistics for the vocabulary and reading comprehension fit statistics for each grade. As the figure shows, the mean value of the statistic is about 1.00. The standard deviations range from about 0.5 to 1.0. An examination of a set of frequency distributions for the fit statistics, shows that about 90% of the students have values below about 1.65; about 3%-9% have values as great as 2.00 or larger. Only four of the students in Figure E-1 have a fit statistic of 1.5 or greater. It would appear that teachers are not picking students for retesting in the same way that the fit statistic would.

The second approach to the question was to compare the students whose teachers had marked the special circumstances code with those for whom special circumstances was not marked. The special circumstances code is marked whenever something about the testing situation makes the teacher feel that the student's score on a subtest might not be a valid indicator of his or her achievement level. Figures E-3 and E-4 show that the mean fit statistic for the students with special circumstances codes was larger than for the other students. It appears that the fit statistic could have some value as a screening device; however, more work needs to be done to determine how best to use it.

> Evaluation Question D1-4: If students with invalid scores can be identified, how many students would need to be retested in Title I schools?
>
> Since the validity of the student fit statistic has not been fully established, this question cannot be fully answered. However, there are related issues which can be explored. For example, there is the question of whether a greater percentage of students in Title I schools would be considered to have invalid scores if ORE established a cutoff point for determining probable invalidity. Figure E-5 provides distribution statistics for students in Title I schools. An examination of the figures shows that the mean values of the fit statistics are slightly higher than those obtained by students in non-Title I schools. Therefore, a higher percentage would probably fall above an invalidity criterion. Figure D-6 shows a concrete example. The figure shows fit statistics which correspond to the 90th percentile. A greater than average percentage of students would be declared as having invalid scores in Title I schools.
>
> Evaluation Question D3-1: Were the objectives of the Title I Reading Component met?
>
> The Reading Component objectives for 1979-80 were written in terms of the CAT: however, the students were not posttested with the CAT since the District began giving the Iowa Test of Basic Skills this year. A local equating study (publication number 79.53) was done between the CAT and ITBS in order to provide the District with a way of examining achievement in terms of previous performance. The

equating study was used to convert 1980 ITBS scores to CAT scores.

The Texas Education Agency required that the achievement objectives in the 1979-80 Title I application be written in stratified form. Figure E-7 compares the performance of the students with the expected gains. It is not possible to provide a straightforward answer to the question, "Were the objectives met?" when stratified objectives are used. Therefore the reader is encouraged to examine Figure E-7 and come to his or her own conclusion. A better way to look at gains is reported in the paragraphs which follow.

Information Need I7: For each grade served by an instructional component, what was the average gain from pre to post?

A more reasonable way to look at gains is to examine group means. Figure E-8 compares the pretest, posttest, and gain scores for Title I students for 1978-79 and 1979-80. The figure reveals that except for second grade the gains made this year are smaller than those made last year. These results are unexpected, especially at grade 1 where there has been a trend toward larger gains each year. Moreover, the results are not consistent with the results at kindergarten where larger than expected gains were recorded. One might also expect larger gains since the Title I Program appeared to be concentrating services on a smaller number of lower achieving students than in the past.

Drawing inferences from these results must be made with caution. Similar findings in other evaluations raise the possibility that the equating study underestimated students' achievement levels when ITBS scores were converted to CAT equivalents.

Evaluation Question D3-5: Were there differences in achievement gains made by students served by?

a. Title I reading teachers only,
b. Title I aides only,
c. both Title I reading teachers and aides?

In order to provide information relevant to the question above, the Title I master file was searched for students who had consistently been served in one of the three ways above each nine weeks during the 1979-80 school year. The requirement that the students be consistently served caused the number of students in each group to drop. A minimum of 50 students in a group at a grade was required before that group could be included in the analyses. As a result, not all groups and not all grades could be included. The results are reported by grade below.

Grade 1. All three groups were included in the analyses at grade 1. The linear models created to compare the groups are described in Attachment E-3. MRT pre-reading composite raw score was used as the pretest. ITBS average reading grade equivalent was used as the posttest. The results were significant and showed that students at this grade who are served by a teacher and an aide do less well than those served by either a teacher or an aide alone.

Grade 2: There were not enough students with pre- and posttest scores who were served consistently at grade 2 for an analysis to be done. Only for those served by a teacher only was the group size sufficient.

Grade 3: At this grade the only comparison that could be made was between those served by a teacher only and those served by both. The results were nonsignificant. CAT Reading Total raw score was the pretest and ITBS Reading Total grade equivalent was the posttest (see Attachment E-4).

Grade 4: Again at grade 4, the only comparison that was possible was between the students served by a teacher only and those served by both (see Attachment E-5). The results showed that being served by both a teacher and an aide was better than served by a teacher only.

Grade 5: At this grade, the results generally favored working with the teacher only. However, for students who had pretest scores below about the 15th percentile, working with both the teacher and aide was best. Figure E-9 graphically displays the results.

What does it mean? On the face of it, it appears that grade level must be considered in structuring a Title I Program; i.e., the decision of whether or not to include aides in a program and how to use them depends on the grade level. At the first grade, aides apparently can work as effectively with students as teachers can; however, having them both work with the students creates problems. There is no information about grade 2, but at grade three students can be served either by a teacher or both a teacher and an aide. By grade 4 those receving instruction from both benefit more than those being served by a teacher only. Then at grade 5 service from both a teacher and an aide impedes gains. If a consistent pattern exists here it is not clearly evident. The changing relationships from grade to grade are troublesome. These same analyses need to be repeated in 1980-81 if possible when the ITBS can be used as both the pretest and the posttest. Since the CAT was not given out of level, the unreliability of low scores may have influenced the outcomes. It is not recommended that action be taken on the basis of these results until further work can be done.

A related set of analyses were also done looking at place of service. The same restrictions concerning consistency of services and the number of available students also applied for these analyses. Only students who were served the same way all three nine-weeks were included, and a minimum of 50 students per group was required. As a result, only comparisons between classroom service only and lab service only were made.

Grade 1: At this grade the results showed that service in the classroom was superior to service in the reading center. The MRT and the ITBS were used as the pre-and posttests respectively (see Attachment E-7).

Grades 2-4: At grades 2-4 there was no difference in the gains made according to place of instruction. Equal gains were made in the classroom and the reading center. In these analyses the CAT and the ITBS were used as the pre- and posttests (Attachments E-8 through E-10).

Grade 5: The results at this grade were similar to the other analyses at fifth grade. Below about the 15th percentile on the pretest, one place of service appears to be more effective. Above the 15th percentile the other appears most effective. See Figure E-10 for a graphical representation of the results.

The similarity of results at grade 1 and 5 for both sets of analyses suggests some testing artifact influenced the outcomes. It may be that the results are not meaningful in themselves.

Evaluation Question D5-1: Were the objectives of the Extended Day Component met?

The number of students participating in the Extended Day Component was too small for meaningful analysis. In addition, not all of those students had pretest and posttest scores, and a number of them were also served in the regular Title I Program at Sanchez which compounds the problem of measuring gains due to the Extended Day Component. Figure E-11 provides descriptive information which demonstrates the futility of measuring those objectives.

Evaluation Question D5-2: Did the Extended Day participants show greater gains than a matched group of participants in the regular Title I Program at Sanchez?

See the response to Evaluation Question D5-1 above.

Evaluation Question D5-3: How cost effective was the Extended Day Component compared with the regular Title I Program at Sanchez?

Information on the costs of the two programs can be found in Appendix O, "Extended Day Attendance Form." Since gains could not be computed for the Extended Day Program, the cost effectiveness of the program could not be determined.

Information Need I3: How does the performance of Title I students in the CAT skill areas compare to that of non-Title I students in their schools?

Skill area analyses for Title I and non-Title I students in the same schools were sent to Title I reading supervisors in September, 1979 (see Attachment E-12). Attachment E-13 shows the results for all Title I schools together.

Information Need I4: How many students in each school scored below each ten percentile points on the Boehm, MRT, and CAT Reading and Math tests?

Information about this information need was published in the Needs Assessment for the Preparation of the 1980-81 ESEA Title I Application, publication number 79.23.

Information Need I5: How many students would be eligible for Title I services for various combinations of criteria for campus and student eligibility?

This information was also published in the Needs Assessment.

Information Need I10: What are the results when a quasi-Model C Evaluation model is implemented using 1978-79 evaluation results?

A Model C evaluation requires that a uniform criterion for Title I eligibility be used at all schools; i.e., that all students below a certain percentile level should be provided with Title I service and that no students above that level should receive any services. During the 1978-79 school the AISD Title I Program used the 40th percentile as the eligibility criterion at each grade; however, many students with test scores above that level were served and a similar number below that level were not served. In order to do a quasi-Model C (the evaluation is labeled "quasi" because the uniform cutoff was not observed) students scoring below the criterion who were not selected for Title I service were ignored as were those scoring above the criterion who were served. Therefore, a file containing only Title I students who scored at or below the 40th percentile and non-Title I students who scored above the 40th percentile was prepared for analysis. To implement Model C a regression equation predicting posttest from pretest is computed for the students above the criterion. Two pretest values, the Title I pretest mean and the cutoff score, are substituted into the equation to give two predicted posttest scores for the Title I group. These two values are converted to normal curve equivalent (NCE) scores and subtracted from the observed posttest score (in NCE's) to obtain the Title I treatment effect. Figures E-12 through E-15 display the results for 1978-79. Note that the Title I Program appeared to make very large gains at grade 4 when the measurement was taken at the pretest mean, but showed a loss when measured at cutoff. The difference probably reflects a floor effect on the posttest. Level 3 was too hard for grade four Title I students. Output from the Model C regression analyses can be found in Attachment E-14.

Information Need III: What are the implications of identifying invalid scores and doing retesting on the use of Model C? Especially consider the requirement that results be reported on 70% of participants.

The Rasch calibration analyses described above were used to identify students in Title I school with one or more CAT reading subtests for which their student fit statistic was above the 90th percentile based on the districtwide data. These students were removed from the file used to perform the Model C analyses and the analyses were redone. Figures E-16 and E-17 show the results. When compared to the results with the possibly invalid scores included, these results show smaller NCE differences between the expected and the observed posttest scores. Output from the analyses producing the regression equations are reported in Attachment E-15.

Figure E-18 shows the reduction in the number of Title I students included in the analyses when a uniform criterion was required (first set of Model C analyses) and when those with possibly invalid scores were removed (second set of Model C analyses). The first drop should not be as great in 1980-81 (when AISD must report a Model C analysis to TEA) since the District has improved in its identification of students with the greatest needs. Also, going to out-of-level testing should reduce the number of students with possibly invalid scores if that type of screening procedure should be contemplated.

References

Rasch, G. Probabilistic models for some intelligence and attainment tests. Copenhagen, Denmark: Denmarks Paedogogiske Institut, 1960.

Veldman, D. The PRIME system: Computer programs for statistical analyses. Austin: Research and Development Center for Teacher Education, the University of Texas, 1978.

Wright, B. D. Solving measurement problems with the Rasch model. Journal of Educational Measurement, 1977, 14.

	READING TOTAL PERCENTILE			FIT STATISTIC	
STUDENT	APRIL, 1979	RETEST	NCE CHANGE	VOCABULARY	READING COMPREHENSION
1	6	29	21	2.1350	1.2875
2	46	17	-18	1.6200	1.2886
3	31	27	-3	1.4300	0.9467
4	43	37	-3	1.1397	1.0218
5	50	38	-6	1.5965	1.1521
6	66	41	-14	1.5016	0.8333
7	59	24	-20	0.6821	0.6533
8	51	31	-11	0.5985	1.0010
9	46	35	-8	0.9409	0.7763
10	46	24	-13	0.7907	1.4045
11	59	27	-18	0.9294	1.1246

Figure E-1: READING TOTAL PERCENTILES (APRIL, 1979, AND AT RETEST) AND RASH FIT STATISTICS FOR STUDENTS THOUGHT TO HAVE INVALID CAT SCORES.

GRADE	TEST	N	MEAN	STANDARD DEVIATION	STANDARD ERROR	MEDIAN	MINIMUM	MAXIMUM
4	Vocabulary	4017	1.057	0.822	0.013	0.881	0.210	30.080
4	Reading Comprehension	4017	1.064	0.513	0.008	0.955	0.130	11.810
5	Vocabulary	3727	1.059	1.020	0.017	0.867	0.210	30.080
5	Reading Comprehension	3727	0.972	0.528	0.009	0.885	0.300	12.370

Figure E-2: DISTRIBUTION STATISTICS FOR STUDENT FIT STATISTICS: LEVEL 3 CAT READING SUBTESTS--ALL AISD STUDENTS TESTED IN APRIL, 1979.

GROUP	N	MEAN	S.D.	t	df	p.
Special Circumstances	91	1.40	1.00	3.57	7742	<.001
Others	7653	1.05	0.92			

Figure E-3: COMPARISON OF STUDENTS WITH CAT VACABULARY SPECIAL CIRCUMSTANCES CODES WITH OTHERS ON VOCABULARY STUDENT FIT STATISTIC.

GROUP	N	MEAN	S.D.	t	df	p.
Special Circumstances	129	1.32	.64	6.60	7742	<.001
Others	7615	1.01	.52			

Figure E-4: COMPARISON OF STUDENTS WITH CAT READING COMPREHENSION CODES WITH OTHERS ON READING COMPREHENSION FIT STATISTIC.

GRADE	TEST	N	MEAN*	STANDARD DEVIATION	STANDARD ERROR	MEDIAN	MINIMUM	MAXIMUM
4	Vocabulary	1420	1.184 (0.988)	1.072	0.028	0.958	0.210	30.080
4	Reading Comprehension	1420	1.213 (0.983)	0.533	0.014	1.090	0.380	5.020
5	Vocabulary	1403	1.062 (1.057)	0.600	0.016	0.906	0.210	6.260
5	Reading Comprehension	1403	1.058 (0.920)	0.436	0.012	0.965	0.310	3.640

*Values in parentheses represent mean scores of students in non-Title I schools.

Figure E-5: DISTRIBUTION STATISTICS FOR STUDENT FIT STATISTICS: LEVEL 3 CAT READING SUBTESTS--STUDENTS IN TITLE I SCHOOLS TESTED IN APRIL, 1979.

GRADE	READING TEST	FIT STATISTIC 90TH PERCENTILE	ABOVE 90TH %ILE		UNDUPLICATED COUNT	
			NUMBER	PERCENT	NUMBER	PERCENT
4	Vocabulary	1.68	214	15.1	358	25
4	Comprehension	1.60	229	16.1		
5	Vocabulary	1.66	152	10.8	294	21
5	Comprehension	1.42	203	14.5		

Figure E-6: NUMBER AND PERCENTAGE OF STUDENTS IN TITLE I SCHOOLS SCORING ABOVE THE 90TH PERCENTILE ON THE STUDENT FIT STATISTICS.

Figure E-7: MEASUREMENT OF TITLE I READING OBJECTIVES: GRADES 1- 5.
(Page 1 of 3)

GRADE 1

RESULTS		EXPECTED	
NUMBER	PERCENT	PERCENT	GAINS OF...
236	28.1	34%	will score at the 64th percentile or above
254	30.2	25%	will score between 44th and 63rd percentiles
66	7.8	11%	will score between 33rd and 43rd percentiles
64	7.6	14%	will score between 21st and 32nd percentiles
221	26.3	16%	will score at or below 20th percentiles

GRADE 2

RESULTS		EXPECTED	
NUMBER	PERCENT	PERCENT	GAINS OF...
79	20.5	19%	will gain 10 percentile points or more
18	4.7	4%	will gain 7 - 9 percentile points
21	5.4	4%	will gain 4 - 6 percentile points
18	4.7	6%	will gain 1 - 3 percentile points
250	64.8	67%	will show normal gain or less

Figure E-7: (continued, page 2 of 3)

GRADE 3

RESULTS		EXPECTED	
NUMBER	PERCENT	PERCENT	GAINS OF...
118	25.3	30	will gain 10 percentile points or more
33	7.1	6	will gain 7 - 9 percentile points
42	9.0	7	will gain 4 - 6 percentile points
45	9.7	12	will gain 1 - 3 percentile points
228	48.9	45	will show normal gain or less

GRADE 4

RESULTS		EXPECTED	
NUMBER	PERCENT	PERCENT	GAINS OF...
56	12.4	22	will gain 10 percentile points or more
14	3.1	6	will gain 7 - 9 percentile points
21	4.7	6	will gain 4 - 6 percentile points
25	5.5	10	will gain 1 - 3 percentile points
335	74.3	56	will show normal gain or less

GRADE 5

RESULTS		EXPECTED	
NUMBER	PERCENT	PERCENT	GAINS OF...
103	23.2	26	will gain 10 percentile points or more
32	7.2	6	will gain 7 - 9 percentile points
38	8.6	10	will gain 4 - 6 percentile points
54	12.2	10	will gain 1 - 3 percentile points
217	48.9	48	will show normal gain or less

Figure E-7: (continued, page 3 of 3)

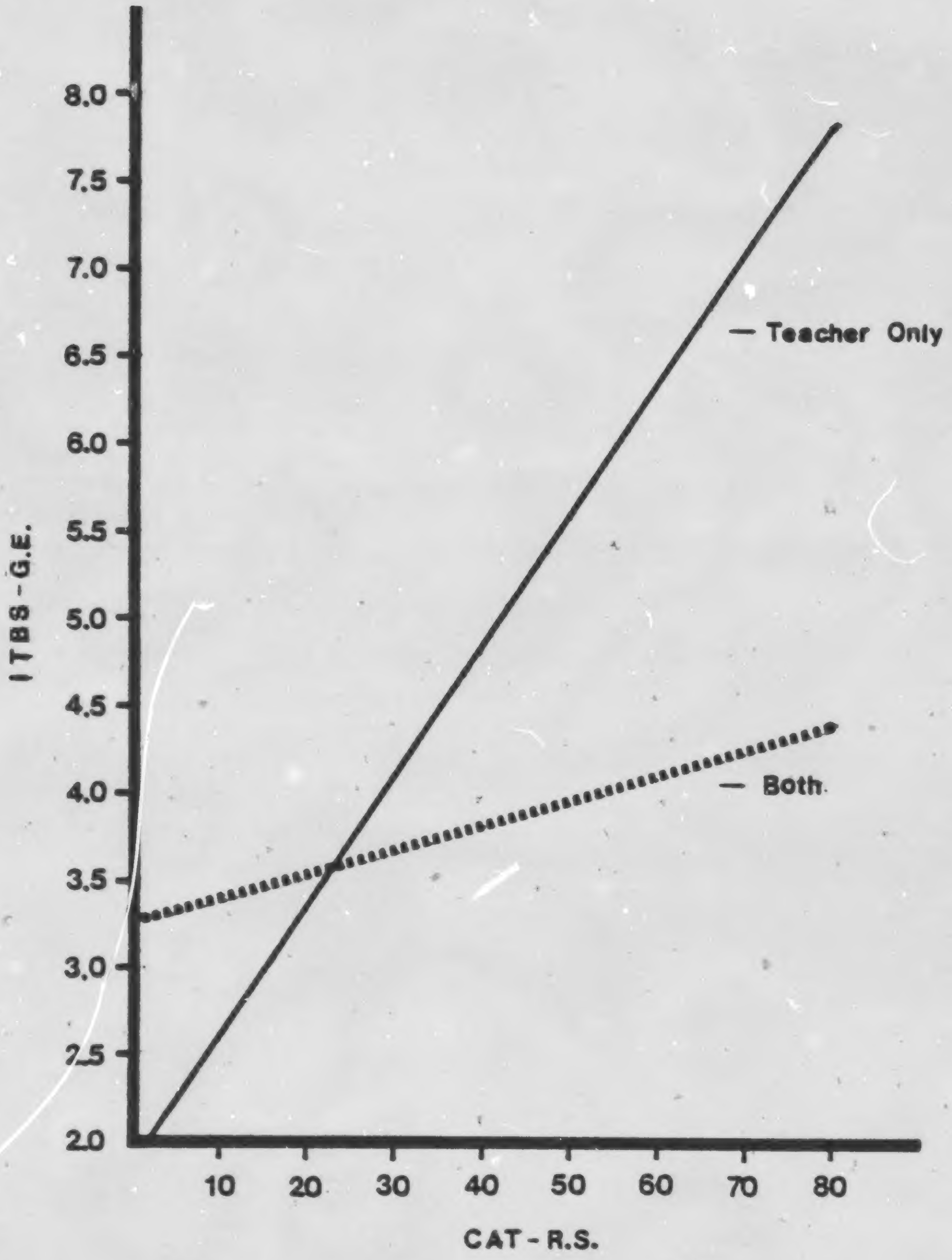

Figure E-9: COMPARISON OF TITLE I STUDENTS SERVED CONSISTENTLY BY TEACHER ONLY AND BOTH TEACHER AND AIDE. (N = 176, TEACHER ONLY; N = 80, BOTH).

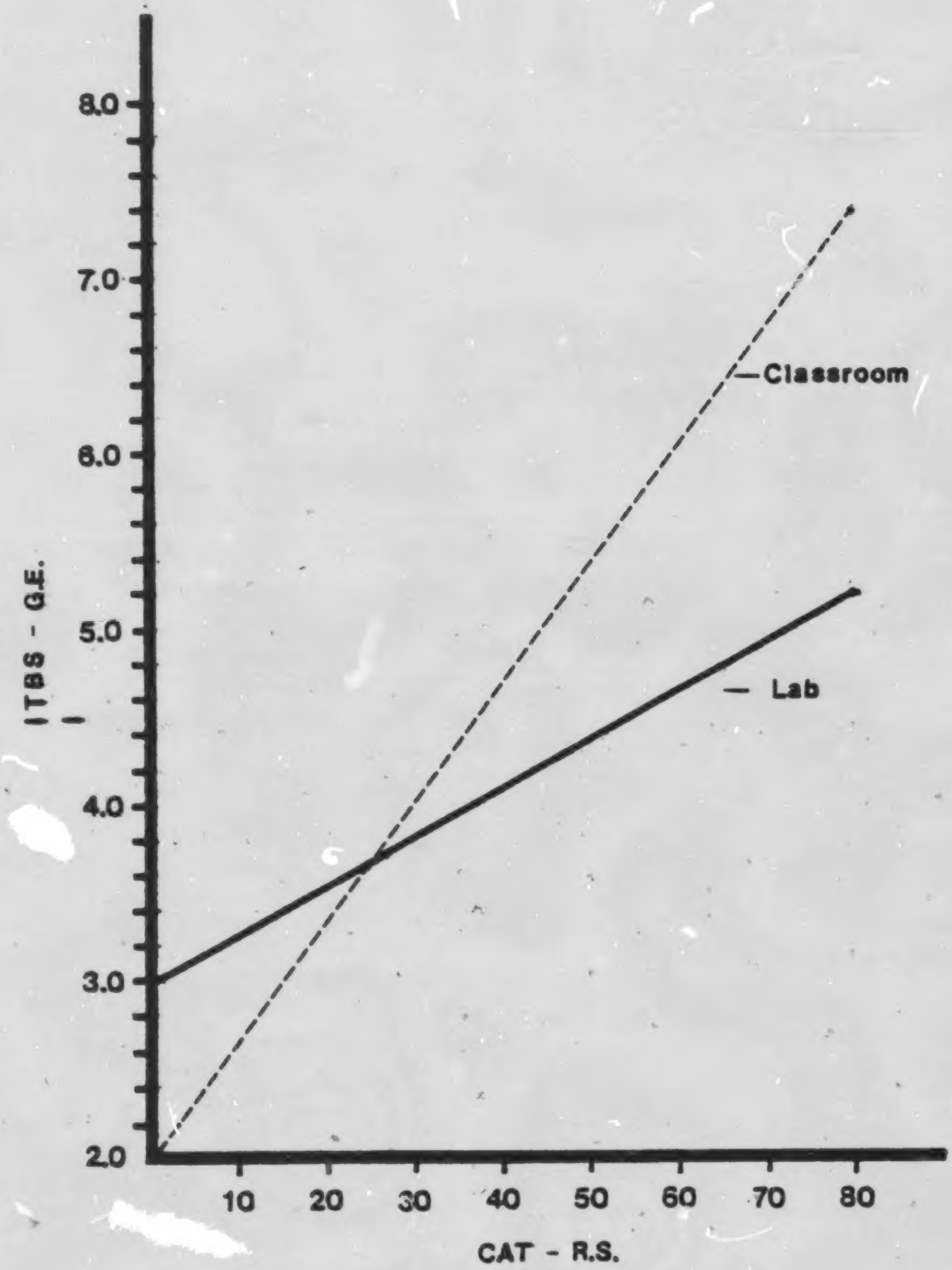

Figure E-10: COMPARISON OF TITLE I STUDENTS SERVED IN THE CLASSROOM AND TITLE I STUDENTS SERVED IN THE READING CENTER: GRADE 5 (N = 76 CLASSROOM ONLY: N = 195 READING CENTER ONLY).

POINT OF MEASUREMENT	OBSERVED POSTTEST RS	OBSERVED POSTTEST %ILE	OBSERVED POSTTEST NCE	PREDICTED RS	PREDICTED %ILE	PREDICTED NCE	NCE DIFFERENCE	TEST FOR EQUIVALENT SLOPES df	TEST FOR EQUIVALENT SLOPES F	TEST FOR EQUIVALENT SLOPES p
Pretest Mean (60.7)	35.8	25	35.8	42.7	38	43.6	-7.8	1,930	1.328	0.25
Cutoff (69)	35.8	25	35.8	48.7	47	48.4	-12.6			

Equation: $Y = -0.6893 + 0.7155\ (\text{Pretest})$

Title I N = 207 Non-Title I N = 727

Figure E-12: MODEL C ANALYSIS FOR 1978-79 READING TOTAL GAINS: GRADE 2
(PRETEST = CAT LEVEL 1; POSTTEST = CAT LEVEL 2).

POINT OF MEASUREMENT	OBSERVED POSTTEST RS	OBSERVED POSTTEST %ILE	OBSERVED POSTTEST NCE	PREDICTED RS	PREDICTED %ILE	PREDICTED NCE	NCE DIFFERENCE	TEST FOR EQUIVALENT SLOPES df	TEST FOR EQUIVALENT SLOPES F	TEST FOR EQUIVALENT SLOPES p
Pretest Mean (33.3)	53.6	26	36.5	62.0	33	40.7	-4.2	1,966	51.562	<.0001
Cutoff (44)	53.6	26	36.5	66.3	40	44.7	-8.2			

Equation: $Y = 48.4296 + 0.4061\ (\text{Pretest})$

Title I N = 390 Non-Title I N = 580

Figure E-13: MODEL C ANALYSIS FOR 1978-79 READING TOTAL GAINS: GRADE 3
(PRETEST = CAT LEVEL 2; POSTTEST = CAT LEVEL 2).

GRADE	TOTAL NUMBER SERVED	NUMBER SERVED MORE THAN ONE SIX WEEKS	NUMBER WITH PRE AND POST-TEST SCORES	NUMBER ALSO SERVED BY TITLE I REGULAR
1	7	5	3	4
2	6	2	2	1
3	8	5	5	4
4	3	3	1	1
5	11	10	7	8

Figure E-11: EXTENDED DAY PARTICIPATION.

POINT OF MEASUREMENT	OBSERVED POSTTEST RS	OBSERVED POSTTEST %ILE	OBSERVED POSTTEST NCE	PREDICTED RS	PREDICTED %ILE	PREDICTED NCE	NCE DIFFERENCE	TEST FOR EQUIVALENT SLOPES df	TEST FOR EQUIVALENT SLOPES F	TEST FOR EQUIVALENT SLOPES p
Pretest Mean (54.0)	32.5	30	39.0	17.7	5	15.4	23.6	1,734	74.649	<.0001
Cutoff (66)	32.5	30	39.0	34.0	33	40.7	- 1.7			

Equation: $Y = -55.8887 + 1.3622$ (Pretest)

Title I N = 248 Non-Title I N = 490

Figure E-16: MODEL C ANALYSIS FOR 1978-79 READING TOTAL GAINS WITH POSSIBLY INVALID STUDENTS REMOVED: GRADE 4 (PRETEST = CAT LEVEL 2; POSTTEST = CAT LEVEL 3).

POINT OF MEASUREMENT	OBSERVED POSTTEST RS	OBSERVED POSTTEST %ILE	OBSERVED POSTTEST NCE	PREDICTED RS	PREDICTED %ILE	PREDICTED NCE	NCE DIFFERENCE	TEST FOR EQUIVALENT SLOPES df	TEST FOR EQUIVALENT SLOPES F	TEST FOR EQUIVALENT SLOPES p
Pretest Mean (27.7)	39.2	25	35.8	40.9	28	37.7	- 1.9	1,704	2.260	0.13
Cutoff (37)	39.2	25	35.8	48.2	41	45.2	- 9.4			

Equation: $Y = 19.1111 + 0.7872$ (Pretest)

Title I N = 346 Non-Title I N = 362

Figure E-17: MODEL C ANALYSIS FOR 1978-79 READING TOTAL GAINS WITH POSSIBLY INVALID STUDENTS REMOVED: GRADE 5 (PRETEST = CAT LEVEL 3; POSTTEST = CAT LEVEL 4).

POINT OF MEASUREMENT		OBSERVED POSTTEST			PREDICTED			NCE DIFFERENCE	TEST FOR EQUIVALENT SLOPES		
		RS	%ILE	NCE	RS	%ILE	NCE		df	F	p
Pretest Mean	(50.1)	29.6	24	35.1	9.2	1	1.0	34.1	1,929	126.108	<.0001
Cutoff	(66)	29.6	24	35.1	32.8	31	39.6	- 4.5			

Equation: Y = -65.04 + 1.4825 (Pretest)

Title I N = 4-2 Non-Title I N = 531

Figure E-14: MODEL C ANALYSIS FOR 1978-79 READING TOTAL GAINS: GRADE 4 (PRETEST = CAT LEVEL 2; POSTTEST = CAT LEVEL 3).

POINT OF MEASUREMENT		OBSERVED POSTTEST			PREDICTED			NCE DIFFERENCE	TEST FOR EQUIVALENT SLOPES		
		RS	%ILE	NCE	RS	%ILE	NCE		df	F	p
Pretest Mean	(26.5)	36.4	21	33.0	39.6	26	36.5	- 3.5	1,867	0.00	1.00
Cutoff	(37)	36.4	21	33.0	48.0	41	45.2	-12.2			

Equation: Y = 18.3473 = 0.8022 (Pretest)

Title I N = 465 Non-Title I N = 406

Figure E-15: MODEL C ANALYSIS FOR 1978-79 READING TOTAL GAINS: GRADE 5 (PRETEST = CAT LEVEL 3; POSTTEST = CAT LEVEL 3).

ATTACHMENT E-1: RASCH CALIBRATION OF LEVEL 3 CAT READING VOCABULARY ITEMS: ALL STUDENTS TESTED IN GRADES 4 & 5, APRIL, 1979.*

*The quality of the printed output was too poor for legible copies to be made. Output is available for inspection in O. R. E.

Grade	Number Served	Model C: Invalids In Number	Model C: Invalids In % of Served	Model C: Invalids Out Number	Model C: Invalids Out % of Served
2	858	207	24	*	*
3	875	390	45	*	*
4	726	402	55	248	34
5	776	465	60	346	45

* Analyses were not done at these grades because item responses were not available.

Figure E-18. LOSSES IN NUMBER OF TITLE I STUDENTS AVAILABLE FOR ANALYSIS WHEN A UNIFORM CRITERION IS IMPOSED AND WHEN STUDENTS WITH POSSIBLY INVALID SCORES ARE REMOVED: 1978-79 DATA.

ATTACHMENT E-2: RASCH CALIBRATION OF LEVEL 3 CAT READING COMPREHENSION ITEMS: ALL STUDENTS TESTED IN GRADES 4 & 5, APRIL, 1979.*

*The quality of the printed output was too poor fc legible copies to be made. Output is available for inspection in O. R. E.

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COMPARISON OF TITLE I STUDENTS SERVED BY TEACHER ONLY, AIDE ONLY, AND BOTH TEACHER AND AIDE--GRADE 1.

Variable	Description
1	April, 1980, ITBS Average Reading grade equivalent score.
2	MRT Pre-Reading Composite raw score.
3	MRT Pre-Reading Composite raw score if served by teacher only; 0, otherwise.
4	MRT Pre-Reading Composite raw score if served by aide only; 0, otherwise.
5	MRT Pre-Reading Composite raw score if served by both; 0, otherwise.
6	1 if served by teacher only; 0, otherwise.
7	1 if served by aide only; 0, otherwise.
8	1 if served by aide only; 0, otherwise.

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Attachment E-3
(continued, page 3 of 4)

```
MODEL  1 M1  CRITERION =  1

PREDICTORS =  3- 8

R = 0.4445      RSQ = 0.1975         63 ITERATIONS.

   V        BETA         B
   3      0.7645      0.0256
   4      0.7582      0.0292
   5      0.2732      0.0153
   6      0.0848      0.1043
   7     -0.0130     -0.0189
   8      0.1101      0.1861
REG. CONST. =         0.4591


MODEL  2 M2  CRITERION =  1

PREDICTORS =  2- 2  6- 8
P =  2    RSQ = 0.1779
P =  8    RSQ = 0.1941
P =  7    RSQ = 0.1941

R = 0.4406      RSQ = 0.1941          3 ITERATIONS.

   V        BETA         B
   2      0.3935      0.0250
   6      0.0         0.0
   7      0.0057      0.0083
   8     -0.1300     -0.2198
REG. CONST. =         0.5834
```

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79.23

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    *** OUTPUT FROM PROGRAM REGRAN ***

INSTRUCTIONAL ARRANGEMENT ANALYSES--SERVED BY TEACHER ONLY, AIDE ONLY, AND TEACHER AND AIDE--GRADE 1

PARAMETERS
COL  1- 5 =      8
COL  6-10 =    382
COL 11-15 =      3
COL 16-20 =      2
COL 21-25 =      1

DATA FORMAT = (DUMMY)


INTERCORRELATION ANALYSIS.


MEANS              1          2          3          4          5          6          7          8
              1.3916    33.4607    22.4162     7.1440     3.9005     0.6675     0.1963     0.1361

SIGMAS             1          2          3          4          5          6          7          8
              0.5797     9.1238    17.3352    15.0630    10.3307     0.4711     0.3972     0.3429

R MATRIX           1          2          3          4          5          6          7          8

       1      1.0000     0.4217     0.1933     0.1524    -0.1741     0.0761     0.0935    -0.2129

       2      0.4217     1.0000     0.3347     0.2830    -0.0910     0.0186     0.1585    -0.2091

       3      0.1933     0.3347     1.0000    -0.6133    -0.4882     0.9126    -0.6391    -0.5133

       4      0.1524     0.2830    -0.6133     1.0000    -0.1791    -0.6720     0.9596    -0.1883

       5     -0.1741    -0.0910    -0.4882    -0.1791     1.0000    -0.5350    -0.1866     0.9511

       6      0.0761     0.0186     0.9126    -0.6720    -0.5350     1.0000    -0.7004    -0.5625

       7      0.0935     0.1585    -0.6391     0.9596    -0.1866    -0.7004     1.0000    -0.1962

       8     -0.2129    -0.2091    -0.5133    -0.1883     0.9511    -0.5625    -0.1962     1.0000
```

Attachment E-3
(continued, page 2 of 4)

COMPARISON OF TITLE I STUDENTS SERVED BY TEACHER ONLY AND BOTH TEACHER AND AIDE--GRADE 3

Variable	Description
1	April, 1980, ITBS, Reading Total grade equivalent.
2	April, 1979, CAT Reading Total raw score.
3	April, 1979, CAT Reading Total raw score if served by teacher; 0, otherwise.
4	April, 1979, CAT Reading Total raw score if served by both teacher and aide; 0, otherwise.
5	1 if served by both teacher and aide; 0, otherwise.
6	1 if served by both teacher and aide; 0, otherwise.

```
MODEL  3 M3  CRITERION =  1

PREDICTORS =  2- 2
P =  2   RSQ = 0.1779

R = 0.4217      RSQ = 0.1779          1 ITERATIONS.

  V      BETA       B
  2    0.4217    0.0268
REG. CONST. =    0.4950


F-TEST  1   MODEL 1 VS MODEL 2
RSQ FULL =     0.1975     MODEL  1
RSQ REDUCED = 0.1941      MODEL  2
DIFFERENCE =  0.0034
DFN =  2.     DFD =  376.     F-RATIO =   0.799   P = 0.4546


F-TEST  2   MODEL 2 VS MODEL 3
RSQ FULL =     0.1941     MODEL  2
RSQ REDUCED = 0.1779      MODEL  3
DIFFERENCE =  0.0163
DFN =  2.     DFD =  378.     F-RATIO =   3.819   P = 0.0222
```

Attachment E-3
(continued, page 4 of 4)

```
MODEL   1 M1  CRITERION =  1

PREDICTORS =  3- 6

R = 0.3243      RSQ = 0.1052          49 ITERATIONS.

  V      BETA        B
  3     0.6499     0.0189
  4     0.7486     0.0250
  5     0.2036     0.2279
  6     0.0        0.0
REG. CONST. =      1.4484


MODEL   2 M2  CRITERION =  1

PREDICTORS =  2- 2  5- 6
P =  2   RSQ = 0.1021
P =  5   RSQ = 0.1026

R = 0.3203      RSQ = 0.1026           2 ITERATIONS.

  V      BETA        B
  2     0.3152     0.0205
  5     0.0220     0.0247
  6     0.0        0.0
REG. CONST. =      1.5959


MODEL   3 M3  CRITERION =  1

PREDICTORS =  2- 2
P =  2   RSQ = 0.1021

R = 0.3195      RSQ = 0.1021           1 ITERATIONS.

  V      BETA        B
  2     0.3195     0.0207
REG. CONST. =      1.6005
```

79.23

```
*** OUTPUT FROM PROGRAM REGRAN ***

INSTRUCTIONAL ARRANGEMENT ANALYSES--SERVED BY TEACHER ONLY/TEACH & AIDE--GRADE 3

PARAMETERS
COL  1- 5 =      6
COL  6-10 =    234
COL 11-15 =      3
COL 16-20 =      [illegible]
COL 21-25 =      1

DATA FORMAT = (DUMMY)


INTERCORRELATION ANALYSIS.


MEANS           1         2         3         4         5         6
           2.3107   34.2436   20.4359   13.8077    0.5726    0.4274

SIGMAS          1         2         3         4         5         6
           0.5539    8.5333   19.0456   16.5659    0.4947    0.4947

R MATRIX        1         2         3         4         5         6

      1    1.0000    0.3195    0.1665   -0.0268    0.0837   -0.0837

      2    0.3195    1.0000    0.4957   -0.0548    0.1957   -0.1957

      3    0.1665    0.4957    1.0000   -0.8943    0.9269   -0.9269

      4   -0.0268   -0.0548   -0.8943    1.0000   -0.9648    0.9648

      5    0.0837    0.1957    0.9269   -0.9648    1.0000   -1.0000

      6   -0.0837   -0.1957   -0.9269    0.9648   -1.0000    1.0000
```

Attachment E-4
(continued, page 2 of 4)

COMPARISON OF TITLE I STUDENTS SERVED BY TEACHER ONLY AND BOTH TEACHER AND AIDE--GRADE 4.

Variable	Description
1	April, 1980, ITBS, Reading Total grade equivalent.
2	April, 1979, CAT Reading Total raw score.
3	April, 1979, CAT Reading Total raw score if served by teacher; 0, otherwise.
4	April, 1979, CAT Reading Total raw score if served by both teacher and aide; 0, otherwise.
5	1 if served by both teacher and aide; 0, otherwise.
6	1 if served by both teacher and aide; 0, otherwise,

```
F-TEST  1   MODEL 1 VS MODEL 2
RSQ FULL =     0.1052      MODEL  1
RSQ REDUCED = 0.1026      MODEL  2
DIFFERENCE =  0.0026
DFN =  1.     DFD =  230.     F-RATIO =    0.670    P = 0.4193

F-TEST  2   MODEL 2 VS MODEL 3
RSQ FULL =     0.1026      MODEL  2
RSQ REDUCED = 0.1021      MODEL  3
DIFFERENCE =  0.0005
DFN =  1.     DFD =  231.     F-RATIO =    0.120    P = 0.7294
```

Attachment E-4
(continued, page 4 of 4)

Attachment E-5
(continued, page 3 of 4)

```
MODEL  1 M1  CRITERION =  1

PREDICTORS =  3- 6
P =  4   RSQ = 0.0395
P =  3   RSQ = 0.3583

R = 0.5986     RSQ = 0.3583          2 ITERATIONS.

   V      BETA        B
   3     1.3007     0.0433
   4     1.3705     0.0474
   5     0.0        0.0
   6     0.0        0.0
REG. CONST. =       0.7804


MODEL  2 M2  CRITERION =  1

PREDICTORS =  2- 2  5- 6
P =  2   RSQ = 0.3447
P =  6   RSQ = 0.3583

R = 0.5986     RSQ = 0.3583          2 ITERATIONS.

   V      BETA        B
   2     0.5935     0.0450
   5     0.0        0.0
   6     0.1170     0.2125
REG. CONST. =       0.6873


MODEL  3 M3  CRITERION =  1

PREDICTORS =  2- 2
P =  2   RSQ = 0.3447

R = 0.5871     RSQ = 0.3447          1 ITERATIONS.

   V      BETA        B
   2     0.5871     0.0446
REG. CONST. =       0.8124
```

79.23

```
     *** OUTPUT FROM PROGRAM REGRAN ***

INSTRUCTIONAL ARRANGEMENT ANALYSES--SERVED BY TEACHER ONLY/TEACH & AIDE--GRADE 4

PARAMETERS
COL  1- 5 =      6
COL  6-10 =    280
COL 11-15 =      3
COL 16-20 =      2
COL 21-25 =      1

DATA FORMAT = (DUMMY)


INTERCORRELATION ANALYSIS.


MEANS              1          2          3          4          5          6
              3.0796    50.8857    27.2250    23.6607     0.5286     0.4714


SIGMAS             1          2          3          4          5          6
              0.9069    11.9496    27.2503    26.2400     0.4992     0.4992


R MATRIX           1          2          3          4          5          6

         1    1.0000     0.5871     0.0660     0.1988    -0.0843     0.0843

         2    0.5871     1.0000     0.3022     0.1415     0.0550    -0.0550

         3    0.0660     0.3022     1.0000    -0.9009     0.9435    -0.9435

         4    0.1988     0.1415    -0.9009     1.0000    -0.9548     0.9548

         5   -0.0843     0.0550     0.9435    -0.9548     1.0000    -1.0000

         6    0.0843    -0.0550    -0.9435     0.9548    -1.0000     1.0000
```

Attachment E-5
(continued, page 2 of 4)

Attachment E-6
(Page 1 of 4)

COMPARISON OF TITLE I STUDENTS SERVED BY TEACHER ONLY AND BOTH TEACHER AND AIDE--GRADE 5

Variable	Description
1	April, 1980, ITBS, Reading Total grade equivalent.
2	April, 1979, CAT Reading Total raw score.
3	April, 1979, CAT Reading Total raw score if served by teacher; 0, otherwise.
4	April, 1979, CAT Reading Total raw score if served by both teacher and aide; 0, otherwise.
5	1 if served by both teacher and aide; 0, otherwise.
6	1 if served by both teacher and aide; 0, otherwise.

```
F-TEST  1   MODEL 1 VS MODEL 2
RSQ FULL =     0.3583      MODEL  1
RSQ REDUCED = 0.3583      MODEL  2
DIFFERENCE =  0.0000
DFN =  1.     DFD =  276.     F-RATIO =   0.008   P = 0.9242

F-TEST  2   MODEL 2 VS MODEL 3
RSQ FULL =     0.3583      MODEL  2
RSQ REDUCED = 0.3447      MODEL  3
DIFFERENCE =  0.0136
DFN =  1.     DFD =  277.     F-RATIO =   5.888   P = 0.0151
```

```
*** OUTPUT FROM PROGRAM REGRAN ***

INSTRUCTIONAL ARRANGEMENT ANALYSES--SERVED BY TEACHER ONLY/TEACH & AIDE--GRADE 5

PARAMETERS
COL  1- 5 =     6
COL  6-10 =   256
COL 11-15 =     3
COL 16-20 =     2
COL 21-25 =     1

DATA FORMAT = (DUMMY)


INTERCORRELATION ANALYSIS.


MEANS            1          2          3          4          5          6
            3.7738    27.9297    18.1133     9.8154     0.6875     0.3125

SIGMAS           1          2          3          4          5          6
            0.9284    10.7236    13.5346    16.9536     0.4635     0.4635

R MATRIX         1          2          3          4          5          6

       1    1.0000     0.3499     0.2659     0.0091     0.0718    -0.0718

       2    0.3499     1.0000     0.0371     0.6029    -0.2190     0.2190

       3    0.2659     0.0371     1.0000    -0.7749     0.9023    -0.9023

       4    0.0091     0.6029    -0.7749     1.0000    -0.8588     0.8588

       5    0.0718    -0.2190     0.9023    -0.8588     1.0000    -1.0000

       6   -0.0718     0.2190    -0.9023     0.8588    -1.0000     1.0000
```

Attachment E-6
(continued, page 2 of 4)

79.23

```
MODEL  1 M1  CRITERION =  1

PREDICTORS =  3- 6
P =  3   RSQ = 0.0707
P =  6   RSQ = 0.2228
P =  4   RSQ = 0.2279
P =  5   RSQ = 0.2315
P =  4   RSQ = 0.2343
P =  5   RSQ = 0.2362
P =  4   RSQ = 0.2377
P =  5   RSQ = 0.2387
P =  4   RSQ = 0.2395
P =  5   RSQ = 0.2401
P =  4   RSQ = 0.2406
P =  5   RSQ = 0.2409
P =  4   RSQ = 0.2411
P =  5   RSQ = 0.2413
P =  4   RSQ = 0.2415
P =  5   RSQ = 0.2416
P =  4   RSQ = 0.2416
P =  5   RSQ = 0.2417
P =  4   RSQ = 0.2417
P =  5   RSQ = 0.2418
P =  4   RSQ = 0.2418
P =  5   RSQ = 0.2418
P =  4   RSQ = 0.2418
P =  5   RSQ = 0.2418

R = 0.4918     RSQ = 0.2418        24 ITERATIONS.

  V      BETA        B
  3    1.0857     0.0745
  4    0.2586     0.0142
  5    0.2218     0.4443
  6    0.9076     1.8178
REG. CONST. =     1.4124
```

Attachment E-6
(continued, page 3 of 4)

79.23

```
MODEL   2 M2  CRITERION =  1

PREDICTORS =  2- 2  5- 6
P =  2    RSQ = 0.1225
P =  5    RSQ = 0.1456

R = 0.3816     RSQ = 0.1456          2 ITERATIONS.

  V       BETA        B
  2     0.3841     0.0332
  5     0.1559     0.3122
  6     0.0        0.0
REG. CONST. =      2.6306


MODEL   3 M3  CRITERION =  1

PREDICTORS =  2- 2
P =  2    RSQ = 0.1225

R = 0.3499     RSQ = 0.1225          1 ITERATIONS.

  V       BETA        B
  2     0.3499     0.0303
REG. CONST. =      2.9277


F-TEST  1   MODEL 1 VS MODEL 2
RSQ FULL =      0.2418     MODEL  1
RSQ REDUCED = 0.1456      MODEL  2
DIFFERENCE =   0.0962
DFN =  1.      DFD =  252.     F-RATIO =  31.991    P = 0.0000

F-TEST  2   MODEL 2 VS MODEL 3
RSQ FULL =      0.1456     MODEL  2
RSQ REDUCED = 0.1225      MODEL  3
DIFFERENCE =   0.0231
DFN =  1.      DFD =  253.     F-RATIO =   6.849    P = 0.0092
```

Attachment E-6
(continued, page 4 of 4)

COMPARISON OF TITLE I STUDENTS SERVED IN THE CLASSROOM WITH TITLE I STUDENTS SERVED IN THE READING CENTER--GRADE 1

Variable	Description
1	April, 1980, ITBS Average Reading grade equivalent.
2	MRT Pre-Reading Composite raw score.
3	MRT Pre-Reading Composite raw score if served in classroom, 0, otherwise.
4	MRT Pre-Reading Composite raw score if served in reading center; 0, otherwise.
5	1 if served in classroom; 0, otherwise.
6	1 if served in reading center; 0, otherwise.

```
*** OUTPUT FROM PROGRAM REGRAN ***

LOCATIONAL ANALYSES--SERVED IN CLASS OR LAB CONSISTENTLY--GRADE 1

PARAMETERS
COL  1- 5 =     6
COL  6-10 =   376
COL 11-15 =     3
COL 16-20 =     2
COL 21-25 =     1

DATA FORMAT = (DUMMY)


INTERCORRELATION ANALYSIS.


MEANS              1          2          3          4          5          6
              1.3920    33.4707    18.9362    14.5346     0.5638     0.4362


SIGMAS             1          2          3          4          5          6
              0.5816     9.1741    18.2085    17.4090     0.4959     0.4959


R MATRIX           1          2          3          4          5          6

       1      1.0000     0.4210     0.2428    -0.0320     0.1198    -0.1198

       2      0.4210     1.0000     0.3372     0.1743     0.0141    -0.0141

       3      0.2428     0.3372     1.0000    -0.8683     0.9147    -0.9147

       4     -0.0320     0.1743    -0.8683     1.0000    -0.9492     0.9492

       5      0.1198     0.0141     0.9147    -0.9492     1.0000    -1.0000

       6     -0.1198    -0.0141    -0.9147     0.9492    -1.0000     1.0000
```

Attachment E-7
(continued, page 2 of 4)

```
MODEL  1 M1  CRITERION =  1

PREDICTORS =   3- 6
P =  3   RSQ = 0.0589
P =  4   RSQ = 0.1887
P =  5   RSQ = 0.1888
P =  3   RSQ = 0.1890
P =  5   RSQ = 0.1891
P =  3   RSQ = 0.1892
P =  5   RSQ = 0.1892
P =  3   RSQ = 0.1893
P =  5   RSQ = 0.1894
P =  3   RSQ = 0.1895
P =  5   RSQ = 0.1895
P =  3   RSQ = 0.1896
P =  5   RSQ = 0.1897
P =  3   RSQ = 0.1897
P =  5   RSQ = 0.1898
P =  3   RSQ = 0.1898
P =  5   RSQ = 0.1899
P =  3   RSQ = 0.1899
P =  5   RSQ = 0.1899
P =  3   RSQ = 0.1900
P =  5   RSQ = 0.1900
P =  3   RSQ = 0.1900
P =  5   RSQ = 0.1901
P =  3   RSQ = 0.1901
P =  5   RSQ = 0.1901
P =  3   RSQ = 0.1901
P =  5   RSQ = 0.1901
P =  3   RSQ = 0.1902
P =  5   RSQ = 0.1902
P =  3   RSQ = 0.1902
P =  5   RSQ = 0.1902
P =  3   RSQ = 0.1902
P =  5   RSQ = 0.1902
P =  3   RSQ = 0.1902

R = 0.4362      RSQ = 0.1902           34 ITERATIONS.

   V      BETA       B
   3    0.8324    0.0266
   4    0.8007    0.0268
   5    0.1155    0.1354
   6    0.0       0.0
REG. CONST. =     0.4234
```

```
MODEL  2 M2  CRITERION =  1

PREDICTORS =  2- 2  5- 6
P =  2   RSQ = 0.1773
P =  5   RSQ = 0.1902

R = 0.4362      RSQ = 0.1902          2 ITERATIONS.

  V      BETA       B
  2    0.4194    0.0266
  5    0.1139    0.1335
  6    0.0       0.0
REG. CONST. =    0.4267


MODEL  3 M3  CRITERION =  1

PREDICTORS =  2- 2
P =  2   RSQ = 0.1773

R = 0.4210      RSQ = 0.1773          1 ITERATIONS.

  V      BETA       B
  2    0.4210    0.0267
REG. CONST. =    0.4986


F-TEST  1   MODEL 1 VS MODEL 2
RSQ FULL =     0.1902     MODEL  1
RSQ REDUCED = 0.1902     MODEL  2
DIFFERENCE =  0.0000
DFN =  1.     DFD =  372.     F-RATIO =   0.008    P = 0.9269

F-TEST  2   MODEL 2 VS MODEL 3
RSQ FULL =     0.1902     MODEL  2
RSQ REDUCED = 0.1773     MODEL  3
DIFFERENCE =  0.0130
DFN =  1.     DFD =  373.     F-RATIO =   5.970    P = 0.0143
```

Attachment E-8
(Page 1 of 4)

COMPARISON OF TITLE I STUDENTS SERVED IN THE CLASSROOM WITH TITLE I STUDENTS SERVED IN THE READING CENTER--GRADE 2

Variable	Description
1	April, 1980, ITBS Reading Total grade equivalent.
2	April, 1979, CAT Reading Total, raw score.
3	April, 1979, CAT Reading Total raw score if served in classroom; 0, otherwise.
4	April, 1979, CAT Reading Total raw score if served in reading center; 0, otherwise.
5	1 if served in reading center; 0, otherwise.
6	1 if served in reading center; 0, otherwise.

Note: The identical multiple R values for models 1 and 2 prevented a comparison of the models.

```
*** OUTPUT FROM PROGRAM REGRAN ***

LOCATIONAL ANALYSES--SERVED IN CLASS OR LAB CONSISTENTLY--GRADE 2

PARAMETERS
COL  1- 5 =     6
COL  6-10 =   217
COL 11-15 =     3
COL 16-20 =     2
COL 21-25 =     1

DATA FORMAT = (DUMMY)


INTERCORRELATION ANALYSIS.


MEANS           1          2          3          4          5          6
           1.6240    65.5438    32.0323    33.5115     0.4839     0.5161


SIGMAS          1          2          3          4          5          6
           0.5194     9.8238    33.7081    33.2742     0.4997     0.4997


R MATRIX        1          2          3          4          5          6

      1    1.0000     0.2801     0.1434    -0.0626     0.1133    -0.1133

      2    0.2801     1.0000     0.1896     0.1032     0.0647    -0.0647

      3    0.1434     0.1896     1.0000    -0.9571     0.9814    -0.9814

      4   -0.0626     0.1032    -0.9571     1.0000    -0.9752     0.9752

      5    0.1133     0.0647     0.9814    -0.9752     1.0000    -1.0000

      6   -0.1133    -0.0647    -0.9814     0.9752    -1.0000     1.0000
```

Attachment E-8
(continued, page 2 of 4)

```
MODEL   1 M1  CRITERION =  1

PREDICTORS =  3- 6

R = 0.2957     RSQ = 0.0874         37 ITERATIONS.

  V      BETA        B
  3    0.9492     0.0146
  4    0.9193     0.0143
  5    0.0782     0.0813
  6    0.0        0.0
REG. CONST. =     0.6352


MODEL   2 M2  CRITERION =  1

PREDICTORS =  2- 2  5- 6
P =  2   RSQ = 0.0784
P =  5   RSQ = 0.0875

R = 0.2959     RSQ = 0.0875          2 ITERATIONS.

  V      BETA        B
  2    0.2739     0.0145
  5    0.0956     0.0994
  6    0.0        0.0
REG. CONST. =     0.6268


MODEL   3 M3  CRITERION =  1

PREDICTORS =  2- 2
P =  2   RSQ = 0.0784

R = 0.2801     RSQ = 0.0784          1 ITERATIONS.

  V      BETA        B
  2    0.2801     0.0148
REG. CONST. =     0.6535
```

```
F-TEST  1   MODEL 2 VS MODEL 3                                       0630
RSQ FULL =     0.0875      MODEL  2
RSQ REDUCED = 0.0784      MODEL  3
DIFFERENCE =  0.0091
DFN =  1.      DFD =  214.      F-RATIO =    2.136   P = 0.1414
ILF263I
```

Attachment E-8
(continued, page 4 of 4)

Attachment E-9
(Page 1 of 4)

COMPARISON OF TITLE I STUDENTS SERVED IN THE CLASSROOM WITH TITLE I STUDENTS SERVED IN THE READING CENTER--GRADE 3

Variable	Description
1	April, 1980, ITBS Reading Total grade equivalent.
2	April, 1979, CAT Reading Total, raw score.
3	April, 1979, CAT Reading Total raw score if served in classroom; 0, otherwise.
4	April, 1979, CAT Reading Total raw score if served in reading center; 0, otherwise.
5	1 if served in reading center; 0, otherwise.
6	1 if served in reading center; 0, otherwise.

```
*** OUTPUT FROM PROGRAM REGRAN ***

LOCATIONAL ANALYSES--SERVED IN CLASS OR LAB CONSISTENTLY--GRADE 3

PARAMETERS
COL  1- 5 =     6
COL  6-10 =   244
COL 11-15 =     3
COL 16-20 =     2
COL 21-25 =     1

DATA FORMAT = (DUMMY)


INTERCORRELATION ANALYSIS.


MEANS              1          2          3          4          5          6
              2.3070    34.2910     8.9098    25.3811     0.2418     0.7582


SIGMAS             1          2          3          4          5          6
              0.5580     8.3259    16.4792    15.8126     0.4282     0.4282


R MATRIX           1          2          3          4          5          6

       1      1.0000     0.3138     0.0642     0.0983     0.0255    -0.0255

       2      0.3138     1.0000     0.3311     0.1815     0.1734    -0.1734

       3      0.0642     0.3311     1.0000    -0.8678     0.9574    -0.9574

       4      0.0983     0.1815    -0.8678     1.0000    -0.9065     0.9065

       5      0.0255     0.1734     0.9574    -0.9065     1.0000    -1.0000

       6     -0.0255    -0.1734    -0.9574     0.9065    -1.0000     1.0000
```

79.23

Attachment E-9
(continued, page 2 of 4)

251

```
MODEL  1 M1  CRITERION =  1

PREDICTORS =  3- 6

R = 0.3196     RSQ = 0.1022              42 ITERATIONS.

  V      BETA       B
  3    0.5126    0.0174
  4    0.6687    0.0236
  5    0.1378    0.1796
  6    0.0       0.0
REG. CONST. =    1.5099


MODEL  2 M2  CRITERION =  1

PREDICTORS =  2- 2  5- 6
P =  2   RSQ = 0.0985
P =  6   RSQ = 0.0993

R = 0.3151     RSQ = 0.0993               2 ITERATIONS.

  V      BETA       B
  2    0.3189    0.0214
  5    0.0       0.0
  6    0.0298    0.0388
REG. CONST. =    1.5446


MODEL  3 M3  CRITERION =  1

PREDICTORS =  2- 2
P =  2   RSQ = 0.0985

R = 0.3138     RSQ = 0.0985               1 ITERATIONS.

  V      BETA       B
  2    0.3138    0.0210
REG. CONST. =    1.5858
```

```
F-TEST  1   MODEL 1 VS MODEL 2
RSQ FULL =     0.1022     MODEL  1
RSQ REDUCED = 0.0993     MODEL  2
DIFFERENCE =  0.0028
DFN =  1.     DFD =  240.     F-RATIO =   0.760   P = 0.3882

F-TEST  2   MODEL 2 VS MODEL 3
RSQ FULL =     0.0993     MODEL  2
RSQ REDUCED = 0.0985     MODEL  3
DIFFERENCE =  0.0009
DFN =  1.     DFD =  241.     F-RATIO =   0.230   P = 0.6376
```

COMPARISON OF TITLE I STUDENTS SERVED IN THE CLASSROOM WITH TITLE I STUDENTS SERVED IN THE READING CENTER--GRADE 4

Variable	Description
1	April, 1980, ITBS Reading Total grade equivalent.
2	April, 1979, CAT Reading Total, raw score.
3	April, 1979, CAT Reading Total raw score if served in classroom; 0, otherwise.
4	April, 1979, CAT Reading Total raw score if served in reading center; 0, otherwise.
5	1 if served in reading center; 0, otherwise.
6	1 if served in reading center; 0, otherwise.

```
*** OUTPUT FROM PROGRAM REGRAN ***

LOCATIONAL ANALYSES--SERVED IN CLASS OR LAB CONSISTENTLY--GRADE 4

PARAMETERS
COL  1- 5 =     6
COL  6-10 =   287
COL 11-15 =     3
COL 16-20 =     2
COL 21-25 =     1

DATA FORMAT = (DUMMY)


INTERCORRELATION ANALYSIS.


MEANS              1          2          3          4          5          6
              3.0603    50.5192    14.6063    35.9129     0.3171     0.6829


SIGMAS             1          2          3          4          5          6
              0.9068    11.8180    22.6117    26.0285     0.4653     0.4653


R MATRIX           1          2          3          4          5          6

         1    1.0000     0.5934    -0.0360     0.3007    -0.1526     0.1526

         2    0.5934     1.0000    -0.0496     0.4972    -0.2568     0.2568

         3   -0.0360    -0.0496     1.0000    -0.8913     0.9480    -0.9480

         4    0.3007     0.4972    -0.8913     1.0000    -0.9401     0.9401

         5   -0.1526    -0.2568     0.9480    -0.9401     1.0000    -1.0000

         6    0.1526     0.2568    -0.9480     0.9401    -1.0000     1.0000
```

Attachment E-10
(continued, page 2 of 4)

```
MODEL  1 M1  CRITERION =  1

PREDICTORS =  3- 6

R = 0.5938     RSQ = 0.3526         23 ITERATIONS.

  V      BETA        B
  3    1.1044     0.0443
  4    1.3313     0.0464
  5    0.0487     0.0949
  6   -0.0033    -0.0065
REG. CONST. =     0.7220


MODEL  2 M2  CRITERION =  1

PREDICTORS =  2- 2  5- 6
P =  2   RSQ = 0.3522

R = 0.5934     RSQ = 0.3522          1 ITERATIONS.

  V      BETA        B
  2    0.5934     0.0455
  5    0.0        0.0
  6    0.0        0.0
REG. CONST. =     0.7599


MODEL  3 M3  CRITERION =  1

PREDICTORS =  2- 2
P =  2   RSQ = 0.3522

R = 0.5934     RSQ = 0.3522          1 ITERATIONS.

  V      BETA        B
  2    0.5934     0.0455
REG. CONST. =     0.7599
```

```
F-TEST  1   MODEL 1 VS MODEL 2
RSQ FULL =     0.3526      MODEL  1
RSQ REDUCED = 0.3522      MODEL  2
DIFFERENCE =  0.0005
DFN =  1.     DFD =  283.     F-RATIO =   0.212   P = 0.6502


F-TEST  2   MODEL 2 VS MODEL 3
RSQ FULL =     0.3522      MODEL  2
RSQ REDUCED = 0.3522      MODEL  3
DIFFERENCE =  0.0
DFN =  1.     DFD =  284.     F-RATIO =   0.0     P = 1.0000
```

COMPARISON OF TITLE I STUDENTS SERVED IN THE CLASSROOM WITH TITLE I STUDENTS SERVED IN THE READING CENTER--GRADE 5

Variable	Description
1	April, 1980, ITBS Reading Total grade equivalent.
2	April, 1979, CAT Reading Total, raw score.
3	April, 1979, CAT Reading Total raw score if served in classroom; 0, otherwise.
4	April, 1979, CAT Reading Total raw score if served in reading center; 0, otherwise.
5	1 if served in reading center; 0, otherwise.
6	1 if served in reading center; 0, otherwise.

79.23

```
     *** OUTPUT FROM PROGRAM REGRAN ***

LOCATIONAL ANALYSES--SERVED IN CLASS OR LAB CONSISTENTLY--GRADE 5

PARAMETERS
COL   1- 5 =      6
COL   6-10 =    271
COL  11-15 =      3
COL  16-20 =      2
COL  21-25 =      1

DATA FORMAT = (DUMMY)


INTERCORRELATION ANALYSIS.


MEANS               1          2          3          4          5          6
               3.7756    27.7196     6.7528    20.9668     0.2804     0.7196


SIGMAS              1          2          3          4          5          6
               0.9272    10.5398    11.3675    16.2799     0.4492     0.4492


R MATRIX            1          2          3          4          5          6

          1    1.0000     0.3549     0.0158     0.2188    -0.0651     0.0651

          2    0.3549     1.0000    -0.1032     0.7195    -0.2156     0.2156

          3    0.0158    -0.1032     1.0000    -0.7651     0.9515    -0.9515

          4    0.2188     0.7195    -0.7651     1.0000    -0.8040     0.8040

          5   -0.0651    -0.2156     0.9515    -0.8040     1.0000    -1.0000

          6    0.0651     0.2156    -0.9515     0.8040    -1.0000     1.0000
```

Attachment E-11
(continued, page 2 of 4)

```
MODEL  1 M1  CRITERION =  1

PREDICTORS =  3- 6

R = 0.3827      RSQ = 0.1465          34 ITERATIONS.

  V      BETA       B
  3     0.8106    0.0661
  4     0.4771    0.0272
  5     0.0       0.0
  6     0.4500    0.9289
REG. CONST. =     2.0911


MODEL  2 M2  CRITERION =  1

PREDICTORS =  2- 2  5- 6
P =  2   RSQ = 0.1260
P =  5   RSQ = 0.1261

R = 0.3551      RSQ = 0.1261           2 ITERATIONS.

  V      BETA       B
  2     0.3575    0.0315
  5     0.0120    0.0248
  6     0.0       0.0
REG. CONST. =     2.8968


MODEL  3 M3  CRITERION =  1

PREDICTORS =  2- 2
P =  2   RSQ = 0.1260

R = 0.3549      RSQ = 0.1260           1 ITERATIONS.

  V      BETA       B
  2     0.3549    0.0312
REG. CONST. =     2.9101
```

```
F-TEST  1   MODEL 1 VS MODEL 2
RSQ FULL =     0.1465     MODEL  1
RSQ REDUCED = 0.1261     MODEL  2
DIFFERENCE =  0.0204
DFN =  1.      DFD =  267.     F-RATIO =   6.367   P = 0.0118

F-TEST  2   MODEL 2 VS MODEL 3
RSQ FULL =     0.1261     MODEL  2
RSQ REDUCED = 0.1260     MODEL  3
DIFFERENCE =  0.0001
DFN =  1.      DFD =  268.     F-RATIO =   0.042   P = 0.8321
```

Attachment E-12
(Page 1 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

September 7, 1979

TO: Title I Reading Coordinators

FROM: David Doss D.D.

SUBJECT: CAT Skill Area Analyses

Here are your CAT skill area analyses for last spring's testing. I am sorry it took so long to get them to you; I hope they are still useful.

Enclosed are the following:

1. For each grade (1-5) for each school you work with
    a. a printout showing the average percentage of items in each skill area which were answered correctly by Title I students.
    b. a printout giving the same results for non-Title I students. Both printouts provide the percentage correct for the national norm group and for all AISD students tested last April.
2. Graphs for plotting the results.
3. Printouts giving the results for all 25 Title I schools combined.
4. Descriptions of the skill areas.

In interpreting the results, keep in mind that the absolute percentage of items correctly answered by Title I students is not as important as the comparison of that percentage with the results for the other groups (non-Title I students, AISD norms, national norms). A low percentage correct by Title I students does not necessarily indicate a low achievement level if the other groups also got a low percentage of the items right. Also remember that the stability of the results must be interpreted in light of the number of students included (top of printout under grade) and the number of items in the skill area. The results increase in reliability as these numbers increase. When the number of students at a grade exceeds 30, the results should be adequate measures of the group's achievement in the skill areas.

Attachment E-12
(continued, page 2 of 2)

Finally I suggest that you get a copy of last year's Needs Assessment so you can compare this year's results for all Title I students with last year's. There may be some useful information there about the areas in which last year's program was especially strong or weak.

If you have any questions about the printout or would like to discuss the results, let me know.

Approved: Jonathan Curtis
Senior Evaluator for Compensatory Education Programs

Approved: Freda M Holley
Director of Office of Research and Evaluation

DD:lfs

cc: Oscar Cantu
Lee Laws

SKILL AREA ANALYSES FOR TITLE I STUDENTS AND NON-TITLE I STUDENTS IN TITLE L SCHOOLS

CATLA6 CALIFORNIA ACHIEVEMENT TESTS (LEVEL 1) 9/07/79 1

ADMINISTRATIVE SUMMARY -SKILLS ANALYSIS

DISTRICT GRADE = 1

STUDENTS=1038

MONTH & YEAR OF TEST = 4/79

79.23

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SKILLS AREA	NO. ITEMS	AVERAGE PCT. ITEMS CORRECT TITLE I STUDENTS	AVERAGE PCT. CORRECT (NATIONAL NORM GROUP)	AVERAGE PCT. CORRECT (AISD, 1979)
READING VOCABULARY				
SENTENCE-PICTURE ASSOCIATION	10	97%	97%	98%
BEGINNING SOUNDS	10	73%	72%	83%
ENDING SOUNDS	10	83%	76%	91%
LETTER RECOGNITION	15	92%	89%	96%
WORD FORM	10	81%	74%	88%
PICTURE-WORD ASSOCIATION	10	59%	62%	77%
WORD RECOGNITION	12	71%	70%	86%
WORDS IN CONTEXT	15	30%	37%	50%
READING COMPREHENSION	24	32%	38%	47%
MATH COMPUTATION				
ADDITION-VERTICAL FORMAT	14	70%	70%	81%
SUBTRACTION-VERTICAL FORMAT	14	56%	54%	71%
ADDITION-HORIZONTAL FORMAT	6	73%	60%	85%
SUBTRACTION-HORIZONTAL FORMAT	6	69%	48%	83%
MATH CONCEPTS	32	57%	64%	72%
MATH PROBLEMS	15	51%	55%	66%

Attachment E-13
(continued, page 2 of 15)

79.23

CAT2A6

CALIFORNIA ACHIEVEMENT TESTS (LEVEL 2)
ADMINISTRATIVE SUMMARY -SKILLS ANALYSIS

9/07/79

1

DISTRICT

GRADE = 2
# STUDENTS=732

MONTH & YEAR OF TEST = 4/79

SKILLS AREA	NO. ITEMS	AVERAGE PCT. ITEMS CORRECT TITLE I STUDENTS	AVERAGE PCT. CORRECT (NATIONAL NORM GROUP)	AVERAGE PCT. CORRECT (AISD, 1979)
READING VOCABULARY				
WORD RECOGNITION	20	79%	83%	91%
WORDS IN CONTEXT	20	42%	62%	70%
READING COMPREHENSION				
ALPHABETIZING	5	42%	41%	55%
TABLE OF CONTENTS&INDEX	5	41%	50%	58%
FACTS, INTERPRETATION, GENERALIZATION, INFERENCE	35	38%	56%	64%
MATH CONCEPTS	30	52%	67%	71%
MATH PROBLEMS	15	38%	52%	56%
MATH COMPUTATION				
ADDITION	20	78%	84%	86%
SUBTRACTION	16	74%	79%	85%
MULTIPLICATION	20	41%	47%	63%
DIVISION	16	39%	35%	49%

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Attachment E-13
(continued, page 3 of 15)

CAT246 CALIFORNIA ACHIEVEMENT TESTS (LEVEL 2) 9/07/79 2

ADMINISTRATIVE SUMMARY -SKILLS ANALYSIS

DISTRICT GRADE = 3
STUDENTS=727

MONTH & YEAR OF TEST = 4/79

79.23

SKILLS AREA	NO. ITEMS	AVERAGE PCT. ITEMS CORRECT TITLE I STUDENTS	AVERAGE PCT. CORRECT (NATIONAL NORM GROUP)	AVERAGE PCT. CORRECT (AISD, 1979)
READING VOCABULARY				
WORD RECOGNITION	20	90%	89%	96%
WORDS IN CONTEXT	20	63%	77%	84%
READING COMPREHENSION				
ALPHABETIZING	5	50%	53%	69%
TABLE OF CONTENTS&INDEX	5	54%	66%	72%
FACTS, INTERPRETATION, GENERALIZATION, INFERENCE	35	59%	74%	80%
[illegible]TH CONCEPTS	30	68%	80%	83%
PROBLEMS	15	52%	67%	70%
MATH COMPUTATION				
ADDITION	20	87%	92%	93%
SUBTRACTION	16	84%	89%	92%
MULTIPLICATION	20	78%	82%	91%
DIVISION	16	64%	66%	81%

E-

Attachment E-13
(continued, page 4 of 15)

79.23

E-75

Attachment E-13
(continued, page 5 of 15)

CAT24A

CALIFORNIA ACHIEVEMENT TEST (LEVEL 3)
ADMINISTRATIVE SUMMARY -SKILLS ANALYSIS

DATE 9/07/79

PAGE 1

DISTRICT

GRADE = 04
# STUDENTS=610

MONTH & YEAR OF TEST - 4/79

SKILLS AREA	NO. ITEMS	AVERAGE PCT. ITEMS CORRECT TITLE I STUDENTS	AVERAGE PCT. CORRECT (NATIONAL NORM GROUP)	AVERAGE PCT. CORRECT (AISD, 1979)
READING VOCABULARY	40	37%	55%	58%
READ COMPREHENSION				
REFERENCE SKILLS	6	61%	74%	80%
SOCIAL STUDIES	7	42%	59%	60%
GENERAL	11	39%	51%	56%
SCIENCE	10	33%	45%	47%
MATH	8	34%	44%	51%
FACTS	10	54%	70%	74%
INTERPRETATION	15	41%	57%	61%
RELATIONS	4	24%	34%	36%
GENERALIZATION	9	30%	40%	42%
INFERENCE	4	34%	41%	46%
MATH CONCEPTS				
MONEY & DECIMALS	4	30%	43%	47%
NUMBER WORDS	4	44%	60%	64%
PLACE VALUE	3	48%	62%	70%
NUMBER ORDER	3	42%	47%	53%
SYMBOLS	7	54%	71%	69%
LANGUAGE	8	40%	56%	61%
SENTENCES & EXPRESSIONS	5	39%	57%	53%
SETS	2	51%	69%	59%
MEASUREMENT	5	39%	47%	49%
GEOMETRY	5	35%	42%	51%
MATH PROBLEMS				
ADDITION	5	42%	55%	58%
SUBTRACTION	4	45%	63%	65%
MULTIPLICATION	5	22%	42%	42%
DIVISION	4	26%	47%	50%
TWO-STEP	6	27%	46%	48%
RATIO	2	23%	41%	46%
MEASURE	2	11%	17%	21%
AVERAGING	2	23%	32%	45%

79.23

```
CAT24A                    CALIFORNIA ACHIEVEMENT TEST (LEVEL 3)                         DATE  9/07/79           PAGE 2
                          ADMINISTRATIVE SUMMARY -SKILLS ANALYSIS

DISTRICT              GRADE = 04                                                MONTH & YEAR OF TEST -  4/79
                      # STUDENTS=610
SKILLS AREA                                     AVERAGE PCT.
                                               (ITEMS CORRECT      AVERAGE PCT. CORRECT      AVERAGE PCT. CORRECT
                                   NO. ITEMS   TITLE I STUDENTS)  (NATIONAL NORM GROUP)         (AISD, 1979)

MATH COMPUTATIONS ---------------------------------------------------------------------------------------------------

          ADDITION                    12             69%                 76%                       79%
          REGROUPING                  25             44%                 54%                       61%

          SENTENCES & EXPRESSIONS      3             40%                 51%                       58%
          SUBTRACTION                 12             62%                 72%                       76%

          TWO DIGITS                  13             54%                 66%                       69%
          THREE DIGITS                10             59%                 69%                       71%

          FOUR DIGITS                  5             37%                 46%                       50%
          MULTIPLICATION              12             42%                 58%                       62%

          3 & 4 ADDENDS                5             53%                 62%                       65%
          MEASUREMENT                  4             51%                 59%                       65%

          OPERATIONS W/ZERO           19             37%                 48%                       53%
          DIVISION                    12             28%                 42%                       47%
     MATH FRACTIONS ----------------------------------------------------------------------------------------------

          ADDITION                     5             28%                 35%                       37%
          SUBTRACTION                  5             35%                 42%                       45%

          MULTIPLICATION               5             16%                 16%                       17%
          DIVISION                     5             21%                 22%                       25%

          HORIZONTAL FORMAT           14             22%                 27%                       28%
          CONVERTING TO MIXED NUMBERS  3             16%                 16%                       17%

          CONVERTING TO WHOLE NUMBERS  2             18%                 19%                       16%
          CONVERTING TO IMPROPER FRACTIONS 3         18%                 20%                       19%

          REDUCING                     5             16%                 19%                       20%
          MIXED NUMERS                 7             28%                 32%                       34%

          TWO DIGITS                   2             41%                 51%                       52%
          SAME DENOMINATOR             6             35%                 43%                       48%

          DIFF DENOMINATOR             8             14%                 14%                       15%
          FINDING COMMON DENOMINATOR   4             16%                 16%                       18%
```

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Attachment E-13
(continued, page 6 of 15)

Attachment E-13 (continued, page 7 of 15)

79.23

CAT24A

CALIFORNIA ACHIEVEMENT TEST (LEVEL 3)
ADMINISTRATIVE SUMMARY -SKILLS ANALYSIS

DATE 9/07/79 PAGE 1

DISTRICT
GRADE = 05
# STUDENTS=658

MONTH & YEAR OF TEST = 4/79

SKILLS AREA	NO. ITEMS	AVERAGE PCT. ITEMS CORRECT TITLE I STUDENTS	AVERAGE PCT. CORRECT (NATIONAL NORM GROUP)	AVERAGE PCT. CORRECT (AISD, 1979)
READING VOCABULARY	40	46%	66%	68%
READ COMPREHENSION				
REFERENCE SKILLS	6	72%	80%	86%
SOCIAL STUDIES	7	49%	67%	68%
GENERAL	11	45%	58%	63%
SCIENCE	10	37%	55%	55%
MATH	8	43%	52%	59%
FACTS	10	64%	77%	81%
INTERPRETATION	15	50%	66%	70%
RELATIONS	4	24%	42%	43%
GENERALIZATION	9	35%	48%	49%
INFERENCE	4	38%	49%	53%
MATH CONCEPTS				
MONEY & DECIMALS	4	38%	51%	56%
NUMBER WORDS	4	52%	67%	71%
PLACE VALUE	3	58%	72%	77%
NUMBER ORDER	3	47%	55%	58%
SYMBOLS	7	62%	78%	77%
LANGUAGE	8	52%	65%	70%
SENTENCES & EXPRESSIONS	5	46%	67%	62%
SETS	2	56%	76%	69%
MEASUREMENT	5	44%	56%	55%
GEOMETRY	5	43%	53%	61%
MATH PROBLEMS				
ADDITION	5	51%	65%	69%
SUBTRACTION	4	56%	72%	75%
MULTIPLICATION	5	27%	53%	53%
DIVISION	4	35%	59%	61%
TWO-STEP	6	37%	59%	61%
RATIO	2	27%	52%	54%
MEASURE	2	17%	31%	36%
AVERAGING	2	33%	45%	57%

CAT24A CALIFORNIA ACHIEVEMENT TEST (LEVEL 3) DATE 9/07/79 PAGE 2
ADMINISTRATIVE SUMMARY -SKILLS ANALYSIS

DISTRICT GRADE = 05 MONTH & YEAR OF TEST = 4/79
STUDENTS=658

SKILLS AREA	NO. ITEMS	AVERAGE PCT. ITEMS CORRECT TITLE I STUDENTS	AVERAGE PCT. CORRECT (NATIONAL NORM GROUP)	AVERAGE PCT. CORRECT (AISD, 1979)
MATH COMPUTATIONS				
ADDITION	12	77%	82%	85%
REGROUPING	25	57%	80%	73%
SENTENCES & EXPRESSIONS	3	49%	74%	68%
SUBTRACTION	12	72%	62%	83%
TWO DIGITS	13	66%	77%	79%
THREE DIGITS	10	69%	78%	79%
FOUR DIGITS	5	47%	63%	62%
MULTIPLICATION	12	59%	70%	75%
3 & 4 ADDENDS	5	62%	68%	73%
MEASUREMENT	4	65%	64%	79%
OPERATIONS W/ZERO	19	49%	72%	66%
DIVISION	12	42%	63%	63%
MATH FRACTIONS				
ADDITION	5	33%	49%	54%
SUBTRACTION	5	44%	58%	59%
MULTIPLICATION	5	17%	28%	29%
DIVISION	5	22%	30%	34%
HORIZONTAL FORMAT	14	25%	38%	40%
CONVERTING TO MIXED NUMBERS	3	14%	23%	25%
CONVERTING TO WHOLE NUMBERS	2	14%	31%	27%
CONVERTING TO IMPROPER FRACTIONS	3	18%	27%	26%
REDUCING	5	18%	29%	30%
MIXED NUMERS	7	33%	42%	45%
TWO DIGITS	2	51%	62%	60%
SAME DENOMINATOR	6	43%	60%	60%
DIFF DENOMINATOR	8	14%	25%	31%
FINDING COMMON DENOMINATOR	4	18%	30%	41%

Attachment E-13
(continued, page 8 of 15)

CAT1A6 CALIFORNIA ACHIEVEMENT TESTS (LEVEL 1) 9/07/79 1
ADMINISTRATIVE SUMMARY -SKILLS ANALYSIS

DISTRICT GRADE - 1 MONTH & YEAR OF TEST - 4/79
STUDENTS-0969

2

SKILLS AREA	NO. ITEMS	AVERAGE PCT. ITEMS CORRECT NON-TITLE I STUDENTS	AVERAGE PCT. CORRECT (NATIONAL NORM GROUP)	AVERAGE PCT. CORRECT (AISD, 1979)
READING VOCABULARY				
SENTENCE-PICTURE ASSOCIATION	10	98%	97%	98%
BEGINNING SOUNDS	10	84%	72%	83%
ENDING SOUNDS	10	91%	76%	91%
LETTER RECOGNITION	15	97%	89%	96%
WORD FORM	10	89%	74%	88%
PICTURE-WORD ASSOCIATION	10	80%	62%	77%
WORD RECOGNITION	12	88%	70%	86%
WORDS IN CONTEXT	15	53%	37%	50%
READING COMPREHENSION	24	48%	38%	47%
MATH COMPUTATION				
ADDITION-VERTICAL FORMAT	14	82%	70%	81%
SUBTRACTION-VERTICAL FORMAT	14	73%	54%	71%
ADDITION-HORIZONTAL FORMAT	6	86%	60%	85%
SUBTRACTION-HORIZONTAL FORMAT	6	85%	48%	83%
MATH CONCEPTS	32	74%	64%	72%
MATH PROBLEMS	15	66%	55%	66%

E-79

Attachment E-13
(continued, page 9 of 15)

79.23

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CAT246              CALIFORNIA ACHIEVEMENT TESTS (LEVEL 2)                  9/07/79           1
                    ADMINISTRATIVE SUMMARY  SKILLS ANALYSIS

DISTRICT            GRADE =  2                                       MONTH & YEAR OF TEST :  4/79
                    # STUDENTS=1062

SKILLS AREA
                                                  AVERAGE PCT.
                                                  ITEMS CORRECT       AVERAGE PCT. CORRECT     AVERAGE PCT. CORRECT
                                   NO. ITEMS  NON-TITLE I STUDENTS   (NATIONAL NORM GROUP)         (AISD, 1979)
READING VOCABULARY ----------------------------------------------------------------------------------------------

        WORD RECOGNITION              20              92%                    83%                        91%

        WORDS IN CONTEXT              20              69%                    62%                        70%

READING COMPREHENSION -------------------------------------------------------------------------------------------

        ALPHABETIZING                  5              53%                    41%                        55%

        TABLE OF CONTENTS&INDEX        5              54%                    50%                        59%

          FACTS, INTERPRETATION,
           GENERALIZATION,INFERENCE   35              63%                    56%                        64%

MATH CONCEPTS                         30              68%                    67%                        71%

MATH PROBLEMS                         15              53%                    52%                        56%

MATH COMPUTATION ------------------------------------------------------------------------------------------------

        ADDITION                      20              85%                    84%                        86%

        SUBTRACTION                   16              84%                    79%                        85%

        MULTIPLICATION                20              59%                    47%                        63%

        DIVISION                      16              44%                    35%                        49%
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B-80

Attachment E-13
(continued, page 10 of 15)

CAT246 CALIFORNIA ACHIEVEMENT TESTS (LEVEL 2) 9/07/79

ADMINISTRATIVE SUMMARY -SKILLS ANALYSIS

DISTRICT GRADE - 3

STUDENTS=0886

MONTH & YEAR OF TEST - 79

79.23

SKILLS AREA	NO. ITEMS	AVERAGE PCT. ITEMS CORRECT NON-TITLE I STUDENTS	AVERAGE PCT. CORRECT (NATIONAL NORM GROUP)	AVERAGE PCT. CORRECT (AISD, 1979)
READING VOCABULARY				
WORD RECOGNITION	20	96%	89%	96%
WORDS IN CONTEXT	20	84%	77%	84%
READING COMPREHENSION				
ALPHABETIZING	5	66%	53%	69%
TABLE OF CONTENTS&INDEX	5	72%	66%	72%
FACTS, INTERPRETATION, GENERALIZATION, INFERENCE	35	80%	74%	80%
MATH CONCEPTS	30	82%	80%	83%
MATH PROBLEMS	15	67%	67%	70%
MATH COMPUTATION				
ADDITION	20	93%	92%	93%
SUBTRACTION	16	92%	89%	92%
MULTIPLICATION	20	90%	82%	91%
DIVISION	16	80%	66%	81%

E-81

Attachment E-13
(continued, page 11 of 15)

CAT24A   CALIFORNIA ACHIEVEMENT TEST (LEVEL 3)   DATE 9/07/79   PAGE 1

ADMINISTRATIVE SUMMARY -SKILLS ANALYSIS

DISTRICT   GRADE = 04   MONTH & YEAR OF TEST - 4/79

STUDENTS=0766

79.23

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SKILLS AREA	NO. ITEMS	AVERAGE PCT. ITEMS CORRECT NON-TITLE I STUDENTS	AVERAGE PCT. CORRECT (NATIONAL NORM GROUP)	AVERAGE PCT. CORRECT (AISD, 1979)
READING VOCABULARY	40	56%	55%	58%
READ COMPREHENSION				
REFERENCE SKILLS	6	79%	74%	80%
SOCIAL STUDIES	7	57%	59%	60%
GENERAL	11	54%	51%	56%
SCIENCE	10	44%	45%	47%
MATH	8	49%	46%	51%
FACTS	10	72%	70%	74%
INTERPRETATION	15	59%	57%	61%
RELATIONS	4	33%	34%	36%
GENERALIZATION	9	39%	40%	42%
INFERENCE	4	42%	41%	46%
MATH CONCEPTS				
MONEY & DECIMALS	4	45%	43%	47%
NUMBER WORDS	4	63%	60%	64%
PLACE VALUE	3	68%	62%	70%
NUMBER ORDER	3	53%	47%	53%
SYMBOLS	7	68%	71%	69%
LANGUAGE	8	62%	56%	61%
SENTENCES & EXPRESSIONS	3	51%	57%	53%
SETS	2	59%	69%	59%
MEASUREMENT	5	49%	47%	49%
GEOMETRY	5	51%	42%	51%
MATH PROBLEMS				
ADDITION	5	55%	55%	58%
SUBTRACTION	4	61%	63%	65%
MULTIPLICATION	5	37%	42%	42%
DIVISION	4	46%	47%	50%
TWO-STEP	6	43%	46%	48%
RATIO	2	39%	41%	46%
MEASURE	2	16%	17%	21%
AVERAGING	2	41%	37%	45%

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Attachment E-13
(continued, page 12 of 15)

79.23

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CAT24A                              CALIFORNIA ACHIEVEMENT TEST (LEVEL 3)                    DATE  9/07/79          PAGE 2
                                    ADMINISTRATIVE SUMMARY -SKILLS ANALYSIS

DISTRICT                 GRADE = 04                                                 MONTH & YEAR OF TEST  .  4/79
                         # STUDENTS=0766
SKILLS AREA                                    AVERAGE PCT.
                                               ITEMS CORRECT          AVERAGE PCT. CORRECT      AVERAGE PCT. CORRECT
                                   NO. ITEMS  NON-TITLE I STUDENTS    (NATIONAL NORM GROUP)        (AISD, 1979)

MATH COMPUTATIONS ...........................................................................................

         ADDITION                     12             79%                      76%                       79%
         REGROUPING                   25             59%                      54%                       61%

         SENTENCES & EXPRESSIONS       3             55%                      51%                       58%
         SUBTRACTION                  12             75%                      72%                       76%

         TWO DIGITS                   13             66%                      66%                       69%
         THREE DIGITS                 10             69%                      69%                       71%

         FOUR DIGITS                   5             48%                      46%                       50%
         MULTIPLICATION               12             60%                      58%                       62%

         3 & 4 ADDENDS                 5             64%                      62%                       65%
         MEASUREMENT                   4             65%                      59%                       65%

         OPERATIONS W/ZERO            19             50%                      48%                       53%
         DIVISION                     12             43%                      42%                       47%
   MATH FRACTIONS ...........................................................................................

         ADDITION                      5             34%                      35%                       37%
         SUBTRACTION                   5             44%                      42%                       45%

         MULTIPLICATION                5             15%                      16%                       17%
         DIVISION                      5             25%                      20%                       25%

         HORIZONTAL FORMAT            14             27%                      27%                       29%
         CONVERTING TO MIXED NUMBERS   3             16%                      16%                       17%

         CONVERTING TO WHOLE NUMBERS   2             13%                      19%                       16%
         CONVERTING TO IMPROPER FRACTIONS 3          17%                      20%                       19%

         REDUCING                      5             20%                      19%                       20%
         MIXED NUMERS                  7             32%                      32%                       34%

         TWO DIGITS                    2             50%                      51%                       52%
         SAME DENOMINATOR              6             47%                      41%                       48%

         DIFF DENOMINATOR              8             13%                      14%                       15%
         FINDING COMMON DENOMINATOR    4             14%                      16%                       18%
```

Attachment E-13
(continued, page 13 of 15)

CAT24A

CALIFORNIA ACHIEVEMENT TEST (LEVEL 3)
ADMINISTRATIVE SUMMARY -SKILLS ANALYSIS

DATE 9/07/79

PAGE 1

DISTRICT

GRADE - 05
STUDENTS=0705

MONTH & YEAR OF TEST - 5/79

79.23

SKILLS AREA	NO. ITEMS	AVERAGE PCT. ITEMS CORRECT NON-TITLE I STUDENTS	AVERAGE PCT. CORRECT (NATIONAL NORM GROUP)	AVERAGE PCT. CORRECT (AISD, 1979)
READING VOCABULARY	40	68%	66%	68%
READ COMPREHENSION				
REFERENCE SKILLS	6	88%	80%	86%
SOCIAL STUDIES	7	68%	67%	68%
GENERAL	11	62%	58%	63%
SCIENCE	10	53%	55%	55%
MATH	8	59%	52%	59%
FACTS	10	82%	77%	81%
INTERPRETATION	15	71%	66%	70%
RELATIONS	4	40%	42%	43%
GENERALIZATION	9	47%	48%	49%
INFERENCE	4	49%	49%	53%
MATH CONCEPTS				
MONEY & DECIMALS	4	56%	51%	56%
NUMBER WORDS	4	72%	67%	71%
PLACE VALUE	3	77%	72%	77%
NUMBER ORDER	3	58%	55%	58%
SYMBOLS	7	77%	78%	77%
LANGUAGE	8	71%	65%	70%
SENTENCES & EXPRESSIONS	5	62%	67%	62%
SETS	2	69%	76%	69%
MEASUREMENT	5	55%	56%	55%
GEOMETRY	5	61%	53%	61%
MATH PROBLEMS				
ADDITION	5	69%	65%	69%
SUBTRACTION	4	74%	72%	75%
MULTIPLICATION	5	51%	53%	53%
DIVISION	4	62%	59%	61%
TWO-STEP	6	61%	59%	61%
RATIO	2	52%	52%	54%
MEASURE	2	34%	31%	36%

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Attachment E-13
(continued, page 14 of 15)

79.23

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```
CAT24A                    CALIFORNIA ACHIEVEMENT TEST (LEVEL 3)            DATE  9/07/79          PAGE 2
                          ADMINISTRATIVE SUMMARY -SKILLS ANALYSIS

DISTRICT          GRADE - 05                                          MONTH & YEAR OF TEST  -  4/79
                  # STUDENTS=0705
SKILLS AREA                              AVERAGE PCT.
                                         ITEMS CORRECT        AVERAGE PCT. CORRECT    AVERAGE PCT. CORRECT
                              NO. ITEMS  NON-TITLE I STUDENTS (NATIONAL NORM GROUP)      (AISD, 1979)

MATH COMPUTATIONS ------------------------------------------------------------------------------------------

    ADDITION                      12            85%                   82%                    85%
    REGROUPING                    25            74%                   80%                    73%

    SENTENCES & EXPRESSIONS        3            68%                   74%                    68%
    SUBTRACTION                   12            84%                   62%                    83%

    TWO DIGITS                    13            80%                   77%                    79%
    THREE DIGITS                  10            80%                   78%                    79%

    FOUR DIGITS                    5            62%                   63%                    62%
    MULTIPLICATION                12            76%                   70%                    75%

    3 & 4 ADDENDS                  5            73%                   68%                    73%
    MEASUREMENT                    4            79%                   64%                    79%

    OPERATIONS W/ZERO             19            66%                   72%                    66%
    DIVISION                      12            64%                   61%                    63%
MATH FRACTIONS ---------------------------------------------------------------------------------------------

    ADDITION                       5            52%                   49%                    54%
    SUBTRACTION                    5            58%                   58%                    59%

    MULTIPLICATION                 5            26%                   28%                    29%
    DIVISION                       5            33%                   30%                    34%

    HORIZONTAL FORMAT             14            38%                   38%                    40%
    CONVERTING TO MIXED NUMBERS    3            23%                   23%                    25%

    CONVERTING TO WHOLE NUMBERS    2            25%                   31%                    27%
    CONVERTING TO IMPROPER FRACTIONS 3          24%                   27%                    26%

    REDUCING                       5            29%                   29%                    30%
    MIXED NUMERS                   7            64%                   42%                    45%

    TWO DIGITS                     2            59%                   62%                    60%
    SAME DENOMINATOR               6            59%                   60%                    60%

    DIFF DENOMINATOR               8            29%                   25%                    31%
    FINDING COMMON DENOMINATOR     4            38%                   33%                    41%
```

Attachment E-13
(continued, page 15 of 15)

LINEAR MODELS USED TO PRODUCE EXPECTED VALUES FOR MODEL C: STUDENTS WITH POSSIBLY INVALID POSTTESTS INCLUDED--GRADES 2-5.

Variable	Description
1	April, 1979, CAT Reading Total raw score.
2	April, 1978, CAT Reading Total raw score if Title I and at or below 40th %ile; 0, otherwise.
3	April, 1978, CAT Reading Total raw score if non-Title I and above 40th %ile; 0, otherwise.
4	April, 1978, CAT Reading Total raw score.
5	1 if Title I at or below 40th %ile; 0, otherwise.

The table below shows the CAT levels used by grade.

	CAT Level	
1978-79 Grade	April, '78	April '79
2	1	2
3	2	2
4	2	3
5	3	3

Title I students were included in the analyses so a test for equivalent post or pre regression slopes could be done for those above and below the cutoff. The two models used in the analyses are given below.

Model 1: $1 = U + 2 + 3 + 5$
Model 2: $1 = U + 4 + 5$

Predicted values based on non-Title I students above the cutoff can be obtained by using Model 1 and multiplying the B weight for vector 3 times the selected pretest value and adding the regression constant (weight on the unit vector). Figures E-12 through E-15 give the prediction equation for each grade.

```
     *** OUTPUT FROM PROGRAM REGRAN ***

25 SCHOOLS -- GRADE 2 -- MODEL C -- CAT READING TOTAL RAW SCORE 4-78/4-79

PARAMETERS
COL  1- 5 =      5
COL  6-10 =    934
COL 11-15 =      2
COL 16-20 =      1
COL 21-25 =      1

DATA FORMAT = (DUMMY)


INTERCORRELATION ANALYSIS.


MEANS                1          2          3          4          5
              57.0824    13.4507    69.4358    82.8865     0.2216


SIGMAS               1          2          3          4          5
              17.3542    25.4198    38.4159    15.9380     0.4153


R MATRIX             1          2          3          4          5

       1        1.0000    -0.6337     0.7411     0.7757    -0.6534

       2       -0.6337     1.0000    -0.9564    -0.7104     0.9916

       3        0.7411    -0.9564     1.0000     0.8849    -0.9645

       4        0.7757    -0.7104     0.8849     1.0000    -0.7431

       5       -0.6534     0.9916    -0.9645    -0.7431     1.0000



MODEL  1 M1  CRITERION =  1

PREDICTORS =  2- 3  5- 5
P =  3   RSQ = 0.5493
P =  2   RSQ = 0.6155

R = 0.7845     RSQ = 0.6155         2 ITERATIONS.

  V       BETA       B
  2     0.8811    0.6015
  3     1.5838    0.7155
  5     0.0       0.0
REG. CONST. =   -0.6893


MODEL  2 M2  CRITERION =  1

PREDICTORS =  4- 5
P =  4   RSQ = 0.6017
```

79.23

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Attachment E-14
(continued, page 2 of 9)

```
   V       BETA        B
   4     0.6478     0.7054
   5    -0.1720    -7.1877
REG. CONST. =       0.2073

F-TEST  1   MODEL C -- MODEL 1 VS MODEL 2
RSQ FULL =      0.6155      MODEL  1
RSQ REDUCED = 0.6149        MODEL  2
DIFFERENCE =  0.0005
DFN =  1,      DFD =  930,     F-RATIO =   1.328   P = 0.2479
```

79.23

Attachment E-14
(continued, page 3 of 9)

Attachment E-14
(continued, page 4 of 9)

79.23

```
     *** OUTPUT FROM PROGRAM REGRAN ***

 25 SCHOOLS -- GRADE 3 -- MODEL C -- CAT READING TOTAL RAW SCORE 4-78/4-79

 PARAMETERS
 COL  1- 5 =      5
 COL  6-10 =    970
 COL 11-15 =      2
 COL 16-20 =      1
 COL 21-25 =      1

 DATA FORMAT = (DUMMY)

 INTERCORRELATION ANALYSIS.

 MEANS                1          2          3          4          5
                66.6990    13.4082    39.8144    53.2227     0.4021

 SIGMAS               1          2          3          4          5
                15.1072    12.8722    33.5691    18.5438     0.4903

 R MATRIX             1          2          3          4          5
        1        1.0000    -0.6167     0.7335     0.7668    -0.7055
        2       -0.6167     1.0000    -0.9425    -0.7964     0.9691
        3        0.7335    -0.9425     1.0000     0.9527    -0.9726
        4        0.7668    -0.7964     0.9527     1.0000    -0.8788
        5       -0.7055     0.9691    -0.9726    -0.8788     1.0000

 MODEL   1 M1  CRITERION =  1
 PREDICTORS =  2- 3  5- 5
 P =  3   RSQ = 0.5381
 P =  2   RSQ = 0.5880
 P =  5   RSQ = 0.5914
 P =  3   RSQ = 0.5963
 P =  5   RSQ = 0.5990
 P =  3   RSQ = 0.6024
 P =  5   RSQ = 0.6044
 P =  3   RSQ = 0.6066
 P =  5   RSQ = 0.6079
 P =  3   RSQ = 0.6092
 P =  5   RSQ = 0.6101
 P =  3   RSQ = 0.6109
 P =  5   RSQ = 0.6114
 P =  3   RSQ = 0.6118
 P =  5   RSQ = 0.6121
 P =  3   RSQ = 0.6123
 P =  5   RSQ = 0.6125
 P =  3   RSQ = 0.6126
 P =  5   RSQ = 0.6127
 P =  3   RSQ = 0.61
```

301

01

79.23

```
P =  5   RSQ = 0.6129
P =  3   RSQ = 0.6129
P =  5   RSQ = 0.6129
P =  3   RSQ = 0.6129
P =  5   RSQ = 0.6130
P =  3   RSQ = 0.6130

R = 0.7829      RSQ = 0.6130          26 ITERATIONS.

  V       BETA        B
  2    1.0985     0.9888
  3    0.8976     0.4061
  4   -0.8958   -27.7484
REG. CONST. =    48.4296


MODEL  2 M2  CRITERION =  1

PREDICTORS =  4- 5
P =  4   RSQ = 0.5879
P =  5   RSQ = 0.5923

R = 0.7696      RSQ = 0.5923           2 ITERATIONS.

  V       BETA        B
  4    0.6447     0.5280
  5   -0.1388    -4.3008
REG. CONST. =    40.3250

F-TEST  1   MODEL C -- MODEL 1 VS MODEL 2
RSQ FULL =     0.6130     MODEL  1
RSQ REDUCED = 0.5923      MODEL  2
DIFFERENCE =  0.0207
DFN =  1.     DFD =   966.     F-RATIO =  51.562   P = 0.0000
```

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Attachment E-14
(continued, page 5 of 9)

```
    *** OUTPUT FROM PROGRAM REGRAN ***

25 SCHOOLS -- GRADE 4 -- MODEL C -- CAT READING TOTAL RAW SCORE 4-78/4-79

PARAMETERS
COL  1- 5 =      5
COL  6-10 =    933
COL 11-15 =      2
COL 16-20 =      1
COL 21-25 =      1

DATA FORMAT = (DUMMY)


INTERCORRELATION ANALYSIS.


MEANS              1           2           3           4           5
             40.0343     21.5884     43.3730     64.9614      0.4309


SIGMAS             1           2           3           4           5
             14.4798     25.8890     37.9078     15.3144      0.4952


R MATRIX           1           2           3           4           5

        1     1.0000     -0.5477      0.6592      0.7060     -0.6278

        2    -0.5477      1.0000     -0.9541     -0.6712      0.9584

        3     0.6592     -0.9541      1.0000      0.8624     -0.9955

        4     0.7060     -0.6712      0.8624      1.0000     -0.8441

        5    -0.6278      0.9584     -0.9955     -0.8441      1.0000


MODEL   1 M1  CRITERION =  1

PREDICTORS =  2- 3  5- 5
P =  3    RSQ = 0.4346
P =  5    RSQ = 0.5257
P =  2    RSQ = 0.5351
P =  5    RSQ = 0.5399
P =  2    RSQ = 0.5448
P =  5    RSQ = 0.5477
P =  2    RSQ = 0.5505
P =  5    RSQ = 0.5524
P =  2    RSQ = 0.5541
P =  5    RSQ = 0.5553
P =  2    RSQ = 0.5564
P =  5    RSQ = 0.5572
P =  2    RSQ = 0.5580
P =  5    RSQ = 0.5585
P =  2    RSQ = 0.5590
P =  5    RSQ = 0.5594
P =  2    RSQ = 0.5597
P =  5    RSQ = 0.5600
P =  2    RSQ = 0.5602
P =  5    RSQ = 0.5604
```

79.23

Attachment E-14
(continued, page 6 of 9)

```
P =  2   RSQ = 0.5606
P =  5   RSQ = 0.5607
P =  2   RSQ = 0.5609
P =  5   RSQ = 0.5609
P =  2   RSQ = 0.5610
P =  5   RSQ = 0.5611
P =  2   RSQ = 0.5612
P =  5   RSQ = 0.5612
P =  2   RSQ = 0.5613
P =  5   RSQ = 0.5613
P =  2   RSQ = 0.5613
P =  5   RSQ = 0.5613
P =  2   RSQ = 0.5614
P =  5   RSQ = 0.5614
P =  2   RSQ = 0.5614
P =  5   RSQ = 0.5614
P =  2   RSQ = 0.5614
P =  5   RSQ = 0.5614

R = 0.7493     RSQ = 0.5614        38 ITERATIONS.

   V       BETA         B
   2     0.6375     0.3566
   3     3.8813     1.4825
   5     2.6252    76.7623
REG. CONST. =   -65.0400


MODEL  2 M2  CRITERION =  1

PREDICTORS =   4- 5
P =  4   RSQ = 0.4984
P =  5   RSQ = 0.5019

R = 0.7085     RSQ = 0.5019         2 ITERATIONS.

   V       BETA         B
   4     0.6124     0.5790
   5    -0.1109    -3.2418
REG. CONST. =     3.8182

F-TEST  1   MODEL C -- MODEL 1 VS MODEL 2
RSQ FULL =      0.5614     MODEL  1
RSQ REDUCED = 0.5019       MODEL  2
DIFFERENCE =   0.0595
DFN =  1.      DFD =  929.     F-RATIO = 126.108    P = 0.0000
```

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Attachment E-14
(continued, page 7 of 9)

79.23

```
     *** OUTPUT FROM PROGRAM REGRAN ***

  25 SCHOOLS -- GRADE 5 -- MODEL C -- CAT READING TOTAL RAW SCORE 4-78/4-79

  PARAMETERS
  COL  1- 5 =      5
  COL  6-10 =    871
  COL 11-15 =      2
  COL 16-20 =      1
  COL 21-25 =      1

  DATA FORMAT = (DUMMY)                                                                  0660


  INTERCORRELATION ANALYSIS.

  MEANS               1          2          3          4          5
                47.2135    14.1447    23.9357    38.0804     0.5339

  SIGMAS              1          2          3          4          5
                15.7463    14.0303    26.5189    14.9324     0.4989

  R MATRIX            1          2          3          4          5

          1      1.0000    -0.6112     0.7971     0.8413    -0.7330

          2     -0.6112     1.000C    -0.9099    -0.6764     0.9420

          3      0.7971    -0.9099     1.0000     0.9210    -0.9659

          4      0.8413    -0.6764     0.9210     1.0000    -0.8303

          5     -0.7330     0.9420    -0.9659    -0.8303     1.0000


  MODEL   1 M1  CRITERION =  1

  PREDICTORS =  2- 3  5- 5
  P =  3   RSQ = 0.6353
  P =  2   RSQ = 0.7110
  P =  5   RSQ = 0.7111
  P =  3   RSQ = 0.7112
  P =  5   RSQ = 0.7113
  P =  3   RSQ = 0.7113
  P =  5   RSQ = 0.7114
  P =  3   RSQ = 0.7114
  P =  5   RSQ = 0.7114
  P =  3   RSQ = 0.7114
  P =  5   RSQ = 0.7115
  P =  3   RSQ = 0.7115
  P =  5   RSQ = 0.7115
  P =  3   RSQ = 0.7115

  R = 0.8435      RSQ = 0.7115        14 ITERATIONS.

      V       BETA         B
      2     0.6936    0.7784
      3     1.3511    0.8072
```

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Attachment E-14
(continued, page 8 of 9)

```
   5   -0.0799    -2.5220
REG. CONST. =     18.3473


MODEL  2 M2  CRITERION =  1

PREDICTORS =  4- 5
P =  4   RSQ = 0.7077
P =  5   RSQ = 0.7116

R = 0.8435      RSQ = 0.7116          2 ITERATIONS.

   V       BETA        B
   4     0.7490     0.7898
   5    -0.1111    -3.5070
REG. CONST. =     19.0084
ILF263I

TRACEBACK FOLLOWS-    ROUTINE    ISN    REG. 14    REG. 15    REG.  0    REG.  1
                      DLOG              6219D38E   00190634   00000002   0019D0A8
                      FDXPD#     0015   6219D280   00190378   00000002   0019D0A8
                      PRBF       0112   6219BF5E   0019CF90   00000002   00198 3F4
                      REGRAN     0001   521968C2   00198058   001967C8   00000000
                      MAINPGM
ENTRY POINT=  001967C8
```

Attachment E-14
(continued, page 9 of 9)

LINEAR MODELS USED TO PRODUCE EXPECTED VALUES FOR MODEL C: STUDENTS WITH POSSIBLY INVALID POSTTESTS REMOVED--GRADES 4 & 5.

Variable	Description
1	April, 1979, CAT Reading Total raw score.
2	April, 1978, CAT Reading Total raw score.
3	April, 1978, CAT Reading Total raw score if Title I and at or below 40th %ile; 0, otherwise.
4	April, 1978, CAT Reading Total raw score if Non-Title I and above the 40th %ile.
5	1 if at Title I and or below the 40th %ile 0, otherwise.

The table below shows the CAT levels used by grade.

1978-79		CAT Level	
	Grade	April '78	April '79
	4	2	3
	5	3	3

Title I students were included in the analyses so a test for equivalent post or pre regression slopes could be done for those above and below the criterion. The two models used in the analyses are given below.

Model 1: $1 = U + 3 + 4 + 5$
Model 2: $1 = U + 2 + 5$

Predicted values based on non-Title I students can be obtained by using Model 1 and multiplying the B weight on vector 4 times the selected pre-test value and adding the regression constant (weight on the unit vector). Figures E-16 and E-17 give the prediction equation for each grade.

page E96 - Blank

```
      *** OUTPUT FROM PROGRAM REGRAN ***

  25 SCHOOLS -- GRADE 4 -- MODEL C -- CAT READING TOTAL RAW SCORE 4-78/4-7

 PARAMETERS
 COL  1- 5 =      5
 COL  6-10 =    738
 COL 11-15 =      2
 COL 16-20 =      1
 COL 21-25 =      1

 DATA FORMAT = (DUMMY)                                                          0740

 INTERCORRELATION ANALYSIS.

 MEANS              1          2          3          4          5
               42.8374    68.7954    18.1355    50.6599     0.3360

 SIGMAS             1          2          3          4          5
               13.2615    12.5599    26.1171    36.2372     0.4724

 R MATRIX           1          2          3          4          5

          1     1.0000     0.6512    -0.5038     0.5889    -0.5520

          2     0.6512     1.0000    -0.7214     0.8665    -0.8399

          3    -0.5038    -0.7214     1.0000    -0.9708     0.9761

          4     0.5889     0.8665    -0.9708     1.0000    -0.9946

          5    -0.5520    -0.8399     0.9761    -0.9946     1.0000

 MODEL   1 M1  CRITERION =  1

 PREDICTORS =   3- 5
 P =   4    RSQ = 0.3467
 P =   5    RSQ = 0.4517
 P =   3    RSQ = 0.4551
 P =   5    RSQ = 0.4575
 P =   3    RSQ = 0.4600
 P =   5    RSQ = 0.4618
 P =   3    RSQ = 0.4637
 P =   5    RSQ = 0.4651
 P =   3    RSQ = 0.4666
 P =   5    RSQ = 0.4677
 P =   3    RSQ = 0.4688
 P =   5    RSQ = 0.4696
 P =   3    RSQ = 0.4705
 P =   5    RSQ = 0.4712
 P =   3    RSQ = 0.4718
 P =   5    RSQ = 0.4724
 P =   3    RSQ = 0.4729
 P =   5    RSQ = 0.4734
 P =   3    RSQ = 0.4738
 P =   5    RSQ = 0.4741
```

79.23

Attachment E-15
(continued, page 2 of 5)

```
P =  3   RSQ = 0.4745
P =  5   RSQ = 0.4747
P =  3   RSQ = 0.4750
P =  5   RSQ = 0.4752
P =  3   RSQ = 0.4755
P =  5   RSQ = 0.4756
P =  3   RSQ = 0.4758
P =  5   RSQ = 0.4760
P =  3   RSQ = 0.4761
P =  5   RSQ = 0.4762
P =  3   RSQ = 0.4764
P =  5   RSQ = 0.4765
P =  3   RSQ = 0.4765
P =  5   RSQ = 0.4766
P =  3   RSQ = 0.4767
P =  5   RSQ = 0.4768
P =  3   RSQ = 0.4768
P =  5   RSQ = 0.4769
P =  3   RSQ = 0.4769
P =  5   RSQ = 0.4770
P =  3   RSQ = 0.4770
P =  5   RSQ = 0.4771
P =  3   RSQ = 0.4771
P =  5   RSQ = 0.4771
P =  3   RSQ = 0.4772
P =  5   RSQ = 0.4772
P =  3   RSQ = 0.4772
P =  5   RSQ = 0.4772
P =  3   RSQ = 0.4773
P =  5   RSQ = 0.4773

R = 0.6909      RSQ = 0.4773          56 ITERATIONS.

  V       BETA         B
  3     0.6942     0.3525
  4     3.7221     1.3622
  5     2.4725    69.4150
REG. CONST. =   -55.8887


MODEL  2 M2  CRITERION =  1

PREDICTORS =  2- 2  5- 5
P =  2   RSQ = 0.4241
P =  5   RSQ = 0.4242

R = 0.6513      RSQ = 0.4242          2 ITERATIONS.

  V       BETA         B
  2     0.6370     0.6726
  5    -0.0170    -0.4768
REG. CONST. =    -3.2712


F-TEST  1   MODEL C -- MODEL 1 VS MODEL 2                      0770
RSQ FULL =      0.4773      MODEL  1
RSQ REDUCED = 0.4242      MODEL  2
DIFFERENCE =  0.0532
DFN =  1.       DFD =  734.      F-RATIO =  74.649   P = 0.0000
```

E-99

79.23

Attachment E-15
(continued, page 3 of 5)

79.23

E-100

```
     *** OUTPUT FROM PROGRAM REGRAN ***

25 SCHOOLS -- GRADE 5 -- MODEL C -- CAT READING TOTAL RAW SCORE 4-78/4-7

PARAMETERS
COL  1- 5 =      5
COL  6-10 =    708
COL 11-15 =      2
COL 16-20 =      1
COL 21-25 =      1

DATA FORMAT = (DUMMY)                                                          0740

INTERCORRELATION ANALYSIS.

MEANS             1          2          3          4          5
               49.2514    39.3912    13.5410    25.8503     0.4887

SIGMAS            1          2          3          4          5
               14.1598    14.0138    14.4730    26.2106     0.4999

R MATRIX          1          2          3          4          5

       1        1.0000     0.8214    -0.6088     0.7753    -0.6962

       2        0.8214     1.0000    -0.6931     0.9174    -0.8151

       3       -0.6088    -0.6931     1.0000    -0.9227     0.9570

       4        0.7753     0.9174    -0.9227     1.0000    -0.9642

       5       -0.6962    -0.8151     0.9570    -0.9642     1.0000


MODEL  1 M1  CRITERION =  1

PREDICTORS =  3- 5
P =  4   RSQ = 0.6011
P =  3   RSQ = 0.6777
P =  5   RSQ = 0.6777
P =  3   RSQ = 0.6777
P =  5   RSQ = 0.6777
P =  3   RSQ = 0.6778
P =  5   RSQ = 0.6778
P =  3   RSQ = 0.6778
P =  5   RSQ = 0.6778
P =  3   RSQ = 0.6778

R = 0.8233     RSQ = 0.6778         10 ITERATIONS.

  V       BETA       B
  3     0.7022     0.6870
  4     1.4572     0.7872
  5     0.0352     0.9980
REG. CONST. =    19.1111
```

Attachment E-15
(continued, page 4 of 5)

```
MODEL  2 M2  CRITERION =  1

PREDICTORS =  2- 2  5- 5
P =  2   RSQ = 0.6747
P =  5   RSQ = 0.6768

R = 0.8227     RSQ = 0.6768          2 ITERATIONS.

   V       BETA        B
   2    0.7564    0.7643
   5   -0.0797   -2.2583
REG. CONST. =    20.2494


F-TEST  1   MODEL C -- MODEL 1 VS MODEL 2                      0770
RSQ FULL =     0.6778     MODEL  1
RSQ REDUCED = 0.6768     MODEL  2
DIFFERENCE =  0.0010
DFN =  1.     DFD =  704.     F-RATIO =   2.260   P = 0.1291
```

Attachment E-15
(continued, page 5 of 5)

ESEA Title I

Appendix F

IOWA TESTS OF BASIC SKILLS

Instrument Description: Iowa Tests of Basic Skills, 1978 Edition, Form 7

Brief description of the instrument:

Levels 7 and 8 were given to grades 1 and 2 respectively to measure skills in the areas of Word Analysis, Vocabulary, Reading Comprehension, Spelling, Math Concepts, Math Problems, and Math Computation. ITBS levels 9-14 were administered to grades 3-8 with the test level for students in grades 4-6 chosen on the basis of their previous achievement scores. These test levels include subtests in all the areas mentioned for levels 7 and 8, except for Word Analysis. In addition, levels 9-14 include subtests measuring Capitalization, Punctuation, Usage, Visual Materials, and Reference Materials. The Teacher's Guide provides empirical norms (grade equivalent, percentile, stanine) for the fall and spring. Interpolated norms are available for midyear. National, large city, and school building norms are provided.

To whom was the instrument administered?

All elementary and junior high students. Students enrolled in integrated or self-contained special education classes and grades 1-6 students with 1 or more hours in resource were exempt. Non-English speaking students (grades 1-8) were not exempt. Exempt special education students were tested at the school's discretion. Scores for students who were monolingual or dominant in a language other than English were not included in the school or District summaries.

How many times was the instrument administered?

Once per student per year.

When was the instrument administered?

The elementary schools administered the test April 15, 16, and 17, 1980. The dates for the junior high administration were February 19, 20, and 21. Tests were administered in the morning. Make-ups were administered the week after the regular testing.

Where was the instrument administered?

In each AISD elementary and junior high school; usually in the student's regular classroom.

Who administered the instrument?

Classroom teachers. In the junior highs and some sixth-grade schools, the counselor or principal administered the tests over the public address system using taped directions provided by ORE. Teachers acted as test monitors in their classrooms at these schools.

What training did the administrators have?

Building Test Coordinators participated in planning sessions prior to the testing. Teacher training was the responsibility of the Building Test Coordinator. However, teacher inservice training was available from ORE upon request. Teachers and counselors received written instructions from ORE, including a checklist of procedures and a script to follow in test administration.

Was the instrument administered under standardized conditions?

Yes. Standardized instructions were distributed. Central administration and ORE personnel monitored in a random selection of classrooms with results indicating that testing conditions were reasonably consistent across the District.

Were there problems with the instrument or the administration that might affect the validity of the data?

No known problems with the instrument. Problems in the administration are documented in the monitor's reports which are available at ORE.

Who developed the instrument?

The University of Iowa. The ITBS is published by the Riverside Publishing Company (Houghton Mifflin Company).

What reliability and validity data are available on the instrument?

The reliability of the subtests, as summarized by Kuder-Richardson Formula 20 coefficient, ranges from .50 to .98, across subtests and levels. The issues of content and construct validity are addressed in the publisher's preliminary technical summary, pp. 13-15.

Are there norm data available for interpreting the results?

Norm data are available in the Teacher's Guide.

IOWA TESTS OF BASIC SKILLS

Purpose

The results of the Iowa Tests of Basic Skills (ITBS) were used to answer the following decision and evaluation questions for the Title I evaluation for 1979-80.

> Decision Question D3: Should the Title I Reading component be modified? If so, how?
>
> Evaluation Question D3-1: Were the objectives of the Title I Reading Component met? The objectives were:
>
> Upon completion of the 1979-80 school year, students in the Reading program in grade 1 will score as follows on April, 1980, administration of the California Achievement Test* (Reading Section):
>
> 34% will score at the 64th percentile or above
> 25% will score between the 44th and 63rd percentiles
> 11% will score between the 33rd and 43rd percentiles
> 14% will score between the 21st and 32nd percentiles
> 16% will score at or below the 20th percentile
>
> Upon completion of the 1979-80 school year, students in the Reading program in grade 2 will make the following gains as measured by the California Achievement Test* (Reading Section):
>
> 19% will gain 10 percentile points or more
> 4% will gain 7-9 percentile points
> 4% will gain 4-6 percentile points
> 6% will gain 1-3 percentile points
> 67% will show normal gain or less for students at the same level
>
> Upon completion of the 1979-80 school year, students in the Reading program in grade 3 will make the following gains as measured by the California Achievement Test* (Reading Section):
>
> 30% will gain 10 percentile points or more
> 6% will gain 7-9 percentile points
> 7% will gain 4-6 percentile points
> 12% will gain 1-3 percentile points
> 45% will show normal gain or less for students at the same level

---

* The posttest will be the Iowa Tests of Basic Skills. A local equating study will provide CAT percentile equivalents for measuring the objectives.

Upon completion of the 1979-80 school year, students in the Reading program in grade 4 will make the following gains as measured by the California Achievement Test* (Reading Section):

22% will gain 10 percentile points or more
6% will gain 7-9 percentile points
6% will gain 4-6 percentile points
10% will gain 1-3 percentile points
56% will show normal gain or less for students at the same level

Upon completion of the 1979-80 school year, students in the Reading program in grade 5 will make the following gains as measured by the California Achievement Test* (Reading Section):

26% will gain 10 percentile points or more
6% will gain 7-9 percentile points
10% will gain 4-6 percentile points
10% will gain 1-3 percentile points
48% will show normal gain or less for students at the same level

Decision Question D5: Should the Title I Extended Day Component be continued, expanded, or revised? If so, how?

Evaluation Question D5-1: Were the objectives of the Extended Day Component met? The objectives were the same as those objectives for the Reading Program.

Evaluation Question D5-2: Did the Extended Day participants show greater gains than a matched group of participants in the regular Title I program at Sanchez?

Evaluation Question D5-3: How cost effective was the Extended Day Component compared with the regular Title I program at Sanchez?

The ITBS was also used in partial fulfillment of Information Needs I7 and I8 for the Annual Program Documentation.

Information Need I7: For each grade served by an instructional component, what was the average gain from pre to post?

Information Need I8: Did the Title I program meet its objectives?

Same as above.

* The posttest will be the Iowa Tests of Basic Skills. A local equating study will provide CAT percentile equivalents for measuring the objectives.

Procedure

The Iowa Test of Basic Skills (ITBS) was administered to all AISD students in grades 1-8 as part of the Systemwide Testing Program. For detailed explanations of procedure and analyses, the reader is referred to the Final Technical Report, Systemwide Testing, publication number 79.14.

Results

Evaluation questions and information needs which used the ITBS as an information source required the calculation of the gain in achievement made by groups of students from spring, 1979, to spring, 1980. Since the California Achievement Tests were given in 1979 and the ITBS was given in 1980, the scores from the two years are not directly comparable. An equating study (for details see publication number 79.53) was done in 1980 so that the results could be compared. In the evaluation of Title I, the spring, 1980, ITBS scores were converted to CAT scores for analysis. The results for the evaluation questions and information needs are reported in Appendix E, the California Achievement Tests, of this volume.

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FINAL TECHNICAL REPORT (VOLUME II)

ESEA *Title I Regular Program* 1979-80

June 30, 1980

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ESEA Title I

Appendix G

EARLY CHILDHOOD OBSERVATION FORM

Instrument Description: Early Childhood Observation Form

Brief description of the instrument:

The Early Childhood Observation Form is an observation instrument designed to collect information on the activities of a pre-K student during the school day. The variables observed include language spoken, group size, activity, identification of the adults working with students in an instructional capacity, identification of the individuals primarily responsible for the instruction, adult contact, and curriculum used.

To whom was the instrument administered?

Randomly selected students in Title I Early Childhood Program.

How many times was the instrument administered?

Once for each student observed; sixty times in all.

When was the instrument administered?

From November 28, 1979, through April 29, 1980.

Where was the instrument administered?

In classrooms, libraries, and any other area in the school where students received instruction.

Who administered the instrument?

A Title I evaluation assistant.

What training did the administrators have?

General training in observation processes and a practicum in observing with the Early Childhood Observation Form.

Was the instrument administered under standardized conditions?

Classroom situations varied.

Were there problems with the instrument or the administration that might affect the validity of the data?

Some teachers identified the student under observation and may have altered their behavior toward the student.

Who developed the instrument?

The Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

Reliability observations were conducted on December 18, 1979, and February 8, 1980. In order to obtain interrater reliability coefficients for both December and February, each day of observation was treated as two half-days. Reliability coefficients for the 33 variables were obtained for the two December half-days, the two February half-days, and all four half-days combined. When all four half-days were included in the analyses, 25 variables yielded coefficient of .93 or above, and only two variables yielded coefficients below .45. These reliability estimates were considered acceptable for the purpose of the study.

Are there norm data available for interpreting the results?

No.

EARLY CHILDHOOD OBSERVATION FORM

Purpose

Information from the Early Childhood Observation Form was used to answer the following decision and evaluation questions for the 1979-80 Title I Evaluation Design.

> Decision Question D4: What direction should Title I's effort in Early Childhood Education take?
>
> > Evaluation Question D4-5: How did the implementation of the Title I and Migrant Early Childhood Programs compare in terms of time spent in instruction, average group size, amount of time spent with the teacher, etc?

Procedure

The Early Childhood Observation Form was developed during 1979-80 for use in evaluating and comparing the Title I and Migrant pre-K programs. A draft instrument was developed following discussions by Title I Migrant evaluation staffs, and consideration of input from the Title I Early Childhood Coordinator. Extensive instructions for use of the instrument were prepared to define the various observation categories. The draft instrument was field-tested for 12 hours in November in a total of three Title I and Migrant pre-K classrooms. Following the field-testing, additional revisions were made in the instrument and its instructions. More revisions were made in the instructions throughout the observation period as the need arose. Attachment G-1 is a copy of the final instrument, and Attachment G-2 provides the instructions for its implementation.

The design of the Early Childhood Observation Form provides for the observation of one student's classroom activities for the period of one instructional day. Day-long observation of randomly selected students, combined with a random selection of observation days, were considered to provide a more representative picture of the on-going instructional activities than would a briefer observation. Attachment G-3 shows the procedures used in selecting observation days in Migrant classrooms. A total of 40 observations were conducted, with five observations conducted in each of the eight Migrant pre-K classes. A total of 60 Title I observations were conducted, with 10 observations conducted in each of the six Title I pre-K classes.

Some research evidence indicates the presence of an observer in the classroom tends to affect the nature of the activities occurring. However, since the presence of an observer was a constant situational variable, it was felt the effect of an observer's presence would be equal for all students and would not affect the validity of comparisons made between groups of students.

The Early Childhood Observation Form employs a time-sample system that requires the observer to record observations at the end of every minute. A one-minute time duration was selected as appropriate, since a period of less than one minute would have required an inordinate amount of attention by the observer to the form, and a period of more than one minute would not have been a sufficiently sensitive indicator of the activities transpiring.

In mid-November a memo (Attachment G-4) explaining the observations was sent to the principals with Title I and/or Migrant pre-K classes. The memo explained the purpose of the observations and the procedures that would be employed. Title I classes were not told when observations would occur.

The steps below were taken with each observation in a Title I classroom. See Attachment G-2 for more detailed information.

1) Students for the observation were randomly selected from attendance forms provided by the pre-K teachers.

2) The observer reported to the school 5-10 minutes early to check in at the school office and acquaint herself with the pre-K teacher in whose classroom the observation was being conducted. At that time the pre-K teacher was asked to identify the student previously selected for the observation along with the alternate students. If the student selected for the observation was absent, an alternate was observed.

3) After identifying the student for observation, the observer proceeded to observe the selected student throughout the school day according to the directions in Attachment G-2. During the observations the observer sat in an out-of-the-way place so as not to interfere with classroom activities, but such that the observer could see and hear as many classroom proceedings as possible. Although the observer was allowed to change positions if necessary, walking around the room was avoided whenever possible.

4) The observer did not talk to the students in the classroom. If one of the students began to speak to the observer, the observer told the student she had work to do and could not talk.

5) At the end of the school day, the observer asked the pre-K teacher the name of the curriculum source of the instructional activities observed during the day.

6) A copy of the completed observation was given to the pre-K teacher before the observer left the school at the end of the day, or was sent to the teacher through the school mail. The observer was allowed to answer any questions the teacher might have about the purpose of the observation or the nature of the observation form, but was not allowed to offer any comments about the identity of the student observed or the outcome of the observation.

The procedures used for the Title I Migrant pre-K observations are detailed in the 1979-80 Title I Migrant Final Technical Report, publication number 79.09.

After returing to ORE, the observer reviewed the results for errors in coding.

The data on the Early Childhood Observation Form (for both Title I and Migrant) were keypunched and verified by the keypunch services at the Southwest Educational Development Laboratory. After keypunching, the observations were checked on a minute-by-minute basis for logical errors in coding. The erroneous minutes were identified and corrected by using the information in the "Notes" column. When no more errors could be detected by the computer, a tape was made so that analyses could be done using the Dual Cyber system at the University of Texas. Attachment G-5 is a copy of the card file layout. The data are available at U. T. on permanent file A611, and OBS1.

Reliability observations were conducted on December 18, 1979, and February 8, 1980. On both occasions, the Title I observer and the Migrant observer were present in the same classroom and observed the same pre-K student. The intraclass correlation coefficient was used to measure the consistency of the ratings. This correlation assesses judgemental consistency by indicating the relative excess of among-subjects over among-raters variation. Observation totals were compared using program INTRAR of the EDSTAT statistical package on the University of Texas Dual Cyber computer system. Parameters were as follows:

Number of variables = number of categories of variables
Number of subjects = number of different students observed
Number of data sources = number of observers

In order to obtain interrater reliability coefficients for both December and February, it was necessary to treat each day of observation as two half-days. As a result, reliability coefficients for each of the 33 categories were obtained for the two December half-days (Figure G-1), the two February half-days (Figure G-2), and all four half-days combined (Figure G-3). The reported coefficients are estimates of the reliability of single-judge ratings. When all four half-days were included in the analysis (Figure G-3), 25 of the 33 categories yielded coefficients of .93 or above, and only two categories yielded coefficients below .45. These reliability estimates were considered acceptable for the purpose of the study.

The SPSS programs CROSSTABS, MULT RESPONSE, and BREAKDOWN were used to analyze the Title I and Migrant data. The control file is available at U. T. on permanent file A611, and OBSPS. Attachment G-6 is a listing of the control file.

Results

The classroom observation results will be presented in two ways. First, the results will be used to compare the way instruction was provided in the Title I and Migrant Programs. Then the results will be presented by Title I classroom so variation between classrooms can be examined.

Figures G-4 through G-18 present the comparison of Title I and Migrant results. The following statements summarize some of the major differences between the programs which can be found in these figures.

- Spanish was used about 25 minutes more each day during instructional time in the Migrant classes.
- Migrant students received instruction in somewhat smaller groups.
- The school day for migrant students was about 19 minutes shorter than the Title I school day. Given a 180 day school year, that 19 minute difference means that Title I students receive about 8.75 more days of pre-K than migrant students.
- In addition, the Title I students received about 22 more minutes of instruction each day. The migrant students would need about 26.4 extra days of instruction to get the same total instruction in a 180 day year (22 min. X 180 days ± 150 min./day = 26.4 days).
- Half of the 22 minute difference in the amount of instruction came in formal instruction.
- Title I teachers worked about 15 minutes more with students each day.
- The teacher was primarily responsible for a higher percentage of the instruction in Title I than in Migrant classes. The reverse was true for the aide.
- There was very little curricular overlap between the programs. Title I students spent about 51 minutes a day working on activities from the AISD curriculum. Migrant students worked on Bilingual Early Childhood Program (BECP) activities about 58 minutes a day.

- Title I students had more teacher contact and less aide contact than migrant students.

Appendix B, the "Test of Basic Experiences," concludes that the gains made by Title I students during the year outstrip those made by the migrant students and that differences in either the background of the students (migrant status vs non-migrant status) and/or their pre-K experiences contribute to the differential gains.

After examining the above findings, especially those related to the amount of instruction received by the two groups, one might hypothesize that much of the difference in gains is related to variation in the way time is used in Title I and Migrant classes. Indeed, these findings support earlier comparisons of the two programs (see Appendix J, 1978-79 Title I Final Technical Report, publication number 78.61) which reported similar differences between the programs.

However, if differences in the amount of instruction influence the gains made by the students, then consistent differences should occur within the Title I program as well as between the two programs. Figures G-19 through G-33 compare the observation results by Title I classroom in the same way the earlier figures compared the two programs. For ease of comparison, each Title I classroom receives the same class number in this appendix that it received in Appendix B, the "Test of Basic Experiences." As reported in that appendix the classes made gains on the TOBE as follows:

Class	Raw Score Gains
1	11.2
5	10.8
6	9.7
2	7.2
4	5.8
3	3.1

An inspection of Figures G-19 through G-33 reveals no consistent relationships between the observation variables and gains on the TOBE. In fact, when the average values (on observation variables) of the top three scoring classes are compared with those of the bottom three scoring classes, such seemingly illogical inferences as the following can be made:

- The more total instruction the students receive, the lower their gains.

- The greater the time spent in noninstructional activities such as eating, sleeping, and standing in line, the greater the gains.

- The more adult contact students have, the less they learn.

- Specifically, the greater the instructional contact with the teacher, the lower the gains.

It appears that something is in error, and more thought must be given to these findings. A start to that process is given below in a number of statements which should be considered when time permits.

Some possible reasons for the lack of relationships are as follows:

a. The differences observed between classes (or perhaps a subset of those differences) are not statistically significant. Therefore no relationship with achievement gains should be expected.
b. The observation variables are unreliable. (See the procedure section of this appendix).
c. The observation results are not valid; the teachers changed their behavior when under observations.
d. The measures do not measure variables which are important in influencing gains.
e. The measures are valid and meaningful but other measures (teacher attributes not assessed, content, etc.) are of overwhelming importance.
f. Something is wrong with the TOBE results. Some teachers taught the test or taught to the test. An observation by a proctor that one student seemed to be responding correctly to items before the teacher read them adds some credence to this possibility. A replacement for the TOBE should be sought for the 1980-81 school year.

Another possible problem with the TOBE is its difficulty level as a pretest. About 25% of the students scored at or below the chance level on the pretest. It is possible that the gains made by some classes are underestimated. Consideration needs to be given to selecting a new test for 1980-81.

Such an ambiguous situation within the Title I Program creates doubts about possible relationships between the observations variables and TOBE gains which might explain the differences in gains made by participants in the two programs. Until these ambiguities can be understood, caution should be used in drawing inferences from this appendix or Appendix B. However, it seems clear that the Migrant Program classes could increase the amount of instruction provided daily.

Category	Reliability
Language	
Silence	.9593
English	.9696
Spanish	*
Mixture - English & Spanish	.3846
Undetermined	.0000
Mean Group Size	.7073
No Instruction	
Other	1.0000
Breakfast	*
Lunch	1.0000
Nap	1.0000
Snack	1.0000
Recess	*
Formal Instruction	
Formal Instruction 1	.9936
Formal Instruction 2	*
Informal Instruction	
Informal Instruction 1	.9955
Informal Instruction 2	.9903
Instructional Involvement	
Teacher	.9929
Aide	.9963
Student Helper	*
Other	.7785

*No time use observed in this category.

Figure G-1. INTRACLASS CORRELATION ESTIMATES OF INTERRATER RELIABILITY FOR TWO DECEMBER HALF-DAYS (TWO SUBJECTS, TWO OBSERVERS). (Page 1 of 2)

Category	Reliability
Instructional Responsibility	
Teacher	.8935
Aide	.9776
Student Helper	*
Other	1.0000
No One	.9364
Adult Contact	
Teacher	.9414
Aide	.9396
Student Helper	*
Other	.9600
No One	.9711
Curriculum	
BECP	*
AISD	.9901
Other	*

*No time use observed in this category.

Figure G-1. (continued, page 2 of 2)

Category	Reliability
Language	
Silence	.9813
English	.9757
Spanish	1.0000
Mixture - English & Spanish	.9231
Undetermined	*
Mean Group Size	.9970
No Instruction	
Other	.9955
Breakfast	.8579
Lunch	.9417
Nap	.9999
Snack	1.0000
Recess	*
Formal Instruction	
Formal Instruction 1	1.0000
Formal Instruction 2	*
Informal Instruction	
Informal Instruction 1	*
Informal Instruction 2	1.0000
Instructional Involvement	
Teacher	.9942
Aide	1.0000
Student Helper	.9999
Other	*

* No time use observed in this category.

Figure G-2. INTRACLASS CORRELATION ESTIMATES OF INTERRATER RELIABILITY FOR TWO FEBRUARY HALF-DAYS (TWO SUBJECTS, TWO OBSERVERS). (Page 1 of 2)

Category	Reliability
Instructional Responsibility	
Teacher	.9882
Aide	*
Student Helper	.9928
Other	*
No One	.9945
Adult Contact	
Teacher	.5991
Aide	.0000
Student Helper	.9998
Other	*
No One	.9962
Curriculum	
BECP	1.0000
AISD	*
Other	*

* No time use observed in this category.

Figure G-2. (continued, page 2 of 2)

Category	Reliability
Language	
Silence	.9546
English	.9595
Spanish	1.0000
Mixture - English & Spanish	.4138
Undetermined	.0000
Mean Group Size	.9996
No Instruction	
Other	.9947
Breakfast	.8579
Lunch	.9427
Nap	1.0000
Snack	1.0000
Recess	*
Formal Instruction	
Formal Instruction 1	.9969
Formal Instruction 2	*
Informal Instruction	
Informal Instruction 1	.9955
Informal Instruction 2	.9909
Instructional Involvement	
Teacher	.9933
Aide	.9963
Student Helper	.9999
Other	.7785

* No time use observed in this category.

Figure G-3. INTRACLASS CORRELATION ESTIMATES OF INTERRATER RELIABILITY FOR FOUR HALF-DAYS (FOUR SUBJECTS, TWO OBSERVERS). (Page 1 of 2)

Category	Reliability
Instructional Responsibility	
Teacher	.9789
Aide	.9776
Student Helper	.9928
Other	1.0000
No One	.9367
Adult Contact	
Teacher	.8816
Aide	.9352
Student Helper	.9998
Other	.9600
No One	.9657
Curriculum	
BECP	1.0000
AISD	.9967
Other	*

* No time use observed in this category.

Figure G-3. (continued, page 2 of 2)

TO READ FIGURE G-4 THROUGH FIGURE G-18 : The top number in each box is an estimate of the average number of minutes each day spent in the category in question. The number in parentheses is the percent of total number of minutes observed during formal instruction and informal learning. "Multicoded" means more than one category could be coded during a minute of observation.

POPULATION	ENGLISH	SPANISH	MIXED	UNDETERMINED	SILENCE	TOTAL
Title I N = 60	112 (94%)	<1 (<1%)	<1 (<1%)	0 (0%)	7 (6%)	120 (100%)
Migrant N = 40	83 (76%)	14 (12%)	8 (8%)	<1 (<1%)	4 (3%)	109 (100%)

Figure G-4 . LANGUAGE USED DURING FORMAL INSTRUCTION 1.

POPULATION	ENGLISH	SPANISH	MIXED	UNDETERMINED	SILENCE	TOTAL
Title I N = 60	27 (60%)	0 (0%)	0 (0%)	0 (0%)	18 (40%)	45 (100%)
Migrant N = 40	21 (56%)	2 (6%)	1 (2%)	2 (5%)	12 (31%)	38 (100%)

Figure G-5. LANGUAGE USED DURING INFORMAL LEARNING.

POPULATION	ENGLISH	SPANISH	MIXED	UNDETERMINED	SILENCE	TOTAL
Title I N = 60	139 (85%)	<1 (<1%)	<1 (<1%)	(0%)	25 (15%)	165 (100%)
Migrant N = 40	105 (71%)	16 (11%)	9 (6%)	2 (1%)	16 (11%)	148 (100%)

Figure G-6. LANGUAGE USED DURING TOTAL INSTRUCTIONAL TIME OBSERVED (FORMAL INSTRUCTION 1 AND INFORMAL LEARNING).

POPULATION	1	2 - 4	5 - 7	8 - 10	11 - 13	14 or Greater	Average Group Size
Title I N = 60	10 (9%)	6 (5%)	15 (13%)	10 (9%)	16 (13%)	62 (52%)	13
Migrant N = 40	12 (11%)	9 (9%)	30 (28%)	15 (14%)	6 (6%)	37 (33%)	9

Figure G-7 . TIME SPENT IN GROUPS OF VARIOUS SIZES DURING FORMAL INSTRUCTION 1.

POPULATION	1	2 - 4	5 - 7	8 - 10	11 - 13	14 or Greater	Average Group Size
Title I N = 60	19 (42%)	21 (47%)	2 (5%)	<1 (<1%)	<1 (1%)	2 (5%)	3
Migrant N = 40	18 (46%)	18 (47%)	1 (4%)	1 (1%)	<1 (<1%)	1 (2%)	2

Figure G-8 . TIME SPENT IN GROUPS OF VARIOUS SIZES DURING INFORMAL LEARNING.

POPULATION	1	2 - 4	5 - 7	8 - 10	11 -13	14 or Greater	Average Group Size
Title I N = 60	29 (18%)	27 (17%)	17 (11%)	10 (6%)	16 (10%)	65 (39%)	10
Migrant N = 40	29 (20%)	27 (19%)	32 (22%)	16 (11%)	6 (4%)	37 (25%)	8

Figure G-9 . TIME SPENT IN GROUPS OF VARIOUS SIZES DURING TOTAL INSTRUCTIONAL TIME.

POPULATION	NO INSTRUCTION	FORMAL INSTRUCTION 1 & 2	INFORMAL LEARNING 1 & 2	TOTAL TIME
Title I N = 60	218 (56%)	127 (33%)	45 (12%)	390 (100%)
Migrant N = 40	221 (60%)	112 (30%)	38 (10%)	371 (100%)

Figure G-10. TIME SPENT IN ALL ACTIVITIES.

POPULATION	Formal Instruction		Informal Instruction		TOTAL TIME
	1	2	1	2	
Title I N = 60	120 (70%)	7 (4%)	5 (3%)	40 (23%)	172 (100%)
Migrant N = 40	109 (73%)	2 (2%)	3 (2%)	36 (24%)	150 (100%)

Figure G-11. TIME SPENT IN INSTRUCTIONAL ACTIVITIES.

POPULATION	Breakfast	Lunch	Nap	Snacks	Recess	Other	Total Time
Title I N = 60	17 (8%)	26 (12%)	79 (36%)	6 (3%)	13 (6%)	77 (36%)	218 (100%)
Migrant N = 40	25 (11%)	29 (13%)	59 (27%)	6 (3%)	17 (8%)	84 (38%)	221 (100%)

Figure G-12. TIME SPENT IN NON-INSTRUCTIONAL ACTIVITIES.

POPULATION	TEACHER	AIDE	STUDENT HELPER	OTHER
Title I N = 60	132	52	0	6
Migrant N = 40	117	79	29	2

Figure G-13. INSTRUCTIONAL INVOLVEMENT OF ADULTS WITH STUDENTS (MULTI-CODED).

POPULATION	TEACHER	AIDE	STUDENT HELPER	OTHER	NO ONE
Title I N = 60	87 (53%)	18 (11%)	0 (0%)	5 (3%)	55 (33%)
Migrant N = 40	62 (42%)	26 (18%)	9 (6%)	2 (1%)	48 (33%)

Figure G-14. AMOUNT OF TIME VARIOUS INDIVIDUALS WERE PRIMARILY RESPONSIBLE FOR THE INSTRUCTION.

POPULATION	BECP	AISD
Title I N = 60	2	51
Migrant N = 40	58	2

Figure G-15. TIME SPENT USING BECP AND AISD CURRICULA.

POPULATION	TEACHER	AIDE	STUDENT HELPER	OTHER	NO ONE
Title I N = 60	85	16	0	4	14
Migrant N = 40	62	33	11	2	13

Figure G-16. ADULT CONTACT DURING FORMAL INSTRUCTION 1 (MULTI-CODED).

POPULATION	TEACHER	AIDE	STUDENT HELPER	OTHER	NO ONE
Title I N = 60	3	1	0	<1	41
Migrant N = 40	7	3	1	<1	29

Figure G-17. ADULT CONTACT DURING INFORMAL LEARNING (MULTI-CODED).

POPULATION	TEACHER	AIDE	STUDENT HELPER	OTHER	NO ONE
Title I N = 60	88	17	<1	5	55
Migrant N = 40	69	36	12	2	41

Figure G-18. ADULT CONTACT DURING TOTAL INSTRUCTIONAL TIME (FORMAL INSTRUCTION 1 AND INFORMAL LEARNING 1 AND 2, MULTI-CODED).

	English		Spanish		Mixed		Undetermined		No Lang.		Total	
Class	Min.	%	Min.	%	Min.	%	Min.	%	Min.	%	Min.	%
1	53	97	0	0	0	0	0	0	2	3	55	100
2	154	96	1	1	1	<1	0	0	6	4	161	100
3	78	99	0	0	0	0	0	0	1	1	79	100
4	146	93	1	<1	1	<1	0	0	10	6	157	100
5	154	89	<1	<1	1	1	0	0	17	10	172	100
6	89	95	0	0	0	0	0	0	5	5	93	100

Figure G-19. LANGUAGE USED DURING FORMAL INSTRUCTION 1.

	English		Spanish		Mixed		Undetermined		No Lang.		Total	
Class	Min.	%	Min.	%	Min.	%	Min.	%	Min.	%	Min.	%
1	31	64	0	0	0	0	0	0	18	36	48	100
2	21	58	0	0	0	0	0	0	15	42	36	100
3	51	68	0	0	0	0	0	0	25	33	76	100
4	22	77	0	0	0	0	0	0	7	23	29	100
5	19	43	0	0	0	0	0	0	25	57	43	100
6	19	49	0	0	0	0	0	0	20	51	39	100

Figure G-20. LANGUAGE USED DURING INFORMAL LEARNING.

	English		Spanish		Mixed		Undetermined		No Lang.		Total	
Class	Min.	%	Min.	%	Min.	%	Min.	%	Min.	%	Min.	%
1	84	81	0	0	0	0	0	0	19	19	103	100
2	175	89	1	<1	1	<1	0	0	21	11	197	100
3	129	83	0	0	0	0	0	0	26	17	155	100
4	168	91	1	<1	1	<1	0	0	16	9	185	100
5	172	80	<1	<1	1	<1	0	0	42	19	215	100
6	107	81	0	0	0	0	0	0	25	19	132	100

Figure G-21. LANGUAGE USED DURING TOTAL INSTRUCTIONAL TIME OBSERVED (FORMAL INSTRUCTION 1 AND INFORMAL LEARNING).

	1		2-4		5-7		8-10		11-13		14 or Greater		
Class	Min.	%	Min.	%	Min.	%	Min.	%	Min.	%	Min.	%	Average Group Size
1	3	5	4	8	11	20	0	0	0	0	37	68	13
2	8	5	1	1	21	13	1	1	3	2	128	79	15
3	3	4	9	11	5	7	12	15	15	19	35	44	11
4	10	7	8	5	17	11	9	6	50	32	62	39	13
5	26	15	15	9	30	17	39	22	27	16	36	21	9
6	11	12	1	1	5	6	<1	<1	1	1	75	80	15

Figure G-22. TIME SPENT IN GROUPS OF VARIOUS SIZES DURING FORMAL INSTRUCTION 1.

	1		2-4		5-7		8-10		11-13		14 or Greater		
Class	Min.	%	Min.	%	Min.	%	Min.	%	Min.	%	Min.	%	Average Group Size
1	18	36	23	47	2	5	0	0	1	2	5	10	4
2	14	40	13	37	4	12	<1	1	0	0	4	11	4
3	27	35	47	63	0	0	0	0	0	0	2	2	3
4	7	25	15	53	6	22	0	0	0	0	0	0	3
5	27	62	15	34	1	2	<1	1	0	0	<1	1	2
6	20	53	13	34	1	2	<1	1	1	2	3	9	3

Figure G-23. TIME SPENT IN GROUPS OF VARIOUS SIZES DURING INFORMAL LEARNING.

	1		2-4		5-7		8-10		11-13		14 or Greater		
Class	Min.	%	Min.	%	Min.	%	Min.	%	Min.	%	Min.	%	Average Group Size
1	20	19	27	26	13	13	0	0	1	1	42	41	9
2	23	11	14	7	25	13	1	1	3	1	132	67	13
3	30	19	56	36	5	4	12	8	15	10	37	24	7
4	17	9	24	13	24	13	9	5	50	27	62	33	11
5	53	25	30	14	31	14	39	18	27	12	37	17	7
6	31	24	14	11	6	5	1	1	1	1	78	59	12

Figure G-24. TIME SPENT IN GROUPS OF VARIOUS SIZES DURING TOTAL INSTRUCTION TIME.

Class	No Instruction		Instruction 1&2		Informal Learning		Total Time in All Activities	
	Min.	%	Min.	%	Min.	%	Min.	%
1	257	66	85	22	48	12	390	100
2	193	49	161	41	36	9	390	100
3	235	60	79	20	76	19	390	100
4	205	53	157	40	29	7	390	100
5	175	45	172	44	43	11	390	100
6	245	63	107	27	39	10	390	100

Figure G-25. TIME SPENT IN ALL ACTIVITIES.

Class	Instruction 1		Instruction 2		Informal Instruction 1		Informal Instruction 2		Total Instruction	
	Min.	%	Min.	%	Min.	%	Min.	%	Min.	%
1	55	41	30	23	4	3	44	33	133	100
2	161	82	0	0	8	4	28	14	197	100
3	79	51	0	0	2	1	74	48	155	100
4	157	85	0	0	10	5	19	10	185	100
5	172	80	0	0	3	2	40	19	215	100
6	93	64	14	9	6	4	33	23	146	100

Figure G-26. TIME SPENT IN INSTRUCTIONAL ACTIVITIES.

Class	Breakfast		Lunch		Nap		Snack		Recess		Other		Total Time	
	Min.	%	Min.	%	Min.	%	Min.	%	Min.	%	Min.	%	Min.	%
1	26	10	25	10	80	31	1	1	11	4	113	44	257	100
2	0	0	26	14	81	42	5	2	16	9	65	34	193	100
3	27	11	27	11	70	30	11	5	18	8	82	35	235	100
4	26	13	27	13	64	31	7	3	8	4	73	36	205	100
5	0	0	27	16	80	46	3	2	6	4	58	33	175	100
6	21	9	27	11	102	42	6	2	16	7	73	30	245	100

Figure G-27. TIME SPENT IN NON-INSTRUCTIONAL ACTIVITIES.

Class	Teacher		Aide		Student Helper		Other	
	Min.	%	Min.	%	Min.	%	Min.	%
1	67	93	27	38	0	0	4	6
2	130	80	66	41	0	0	8	5
3	128	95	17	13	0	0	2	2
4	156	88	55	31	0	0	7	4
5	197	93	119	56	0	0	6	3
6	111	93	28	23	0	0	7	6

Figure G-28. INSTRUCTIONAL INVOLVEMENT OF ADULTS WITH STUDENTS (MULTI-CODED).

Class	Teacher		Aide		Student Helper		Other		No One	
	Min.	%	Min.	%	Min.	%	Min.	%	Min.	%
1	37	36	7	7	0	0	4	4	56	54
2	92	47	37	19	0	0	8	4	61	31
3	76	49	2	1	0	0	2	1	76	49
4	116	63	25	13	0	0	7	4	37	20
5	125	58	33	16	0	0	1	1	56	26
6	74	56	6	4	0	0	7	5	45	34

Figure G-29. AMOUNT OF TIME VARIOUS INDIVIDUALS WERE PRIMARILY RESPONSIBLE FOR THE INSTRUCTION.

Class	BECP	AISD
1	0	23
2	0	81
3	0	42
4	13	55
5	0	86
6	0	23

Figure G-30. TIME SPENT USING BECP AND AISD CURRICULA.

	Teacher		Aide		Student Helper		Other		No One	
Class	Min.	%	Min.	%	Min.	%	Min.	%	Min.	%
1	38	70	6	12	0	0	3	5	8	15
2	92	57	36	22	0	0	8	5	25	16
3	72	91	1	1	0	0	2	2	5	6
4	117	74	18	11	0	0	7	4	15	10
5	119	69	29	17	0	0	1	1	23	13
6	74	79	4	4	0	0	6	6	10	11

Figure G-31. ADULT CONTACT DURING FORMAL INSTRUCTION 1 (MULTI-CODED).

	Teacher		Aide		Student Helper		Other		No One	
Class	Min.	%	Min.	%	Min.	%	Min.	%	Min.	%
1	2	4	2	3	0	0	0	0	45	93
2	3	7	2	6	0	0	0	0	31	87
3	5	7	<1	1	0	0	<1	1	70	92
4	2	7	2	8	0	0	0	0	24	85
5	3	6	2	4	0	0	<1	<1	39	89
6	2	5	1	1	0	0	1	3	35	91

Figure G-32. ADULT CONTACT DURING INFORMAL LEARNING (MULTI-CODED).

	Teacher		Aide		Student Helper		Other		No One	
Class	Min.	%	Min.	%	Min.	%	Min.	%	Min.	%
1	40	39	8	8	0	0	3	2	53	51
2	95	48	38	19	0	0	8	4	57	29
3	77	50	2	1	0	0	2	1	74	48
4	119	64	20	11	0	0	7	4	40	22
5	122	56	31	14	0	0	2	1	62	29
6	76	58	4	3	0	0	7	5	45	34

Figure G-33. ADULT CONTACT DURING TOTAL INSTRUCTIONAL TIME (FORMAL INSTRUCTION 1 AND INFORMAL LEARNING 1 AND 2, MULTI-CODED).

Early Childhood Observation Form 1979-1980

FILE ID: ANI

OBSERVER NO: ____________

OBSERVATION NO: ____________

DATE __/__/__

CARD	TIME	LANGUAGE	GROUP SIZE	Activity			Instruc Involv				Instruc Reason					Adult Contact					Curric		
				NO INSTRUCT	INSTRUCTION	INFORM LEARN	TEACHER	AIDE	STUD HELPER	OTHER	TEACHER	AIDE	STUD HELPER	OTHER	NO ONE	TEACHER	AIDE	STUD HELPER	OTHER	NO ONE	BECP	AISD	OTHER
1	:01																						
	:02																						
	:03																						
2	:04																						
	:05																						
	:06																						
3	:07																						
	:08																						
	:09																						
4	:10																						
	:11																						
	:12																						
5	:13																						
	:14																						
	:15																						
6	:16																						
	:17																						
	:18																						
7	:19																						
	:20																						
	:21																						
8	:22																						
	:23																						
	:24																						
9	:25																						
	:26																						
	:27																						
0	:28																						
	:29																						
	:30																						

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OFFICE OF RESEARCH AND EVALUATION AISD

Attachment G-1
(continued, page 2 of 2)

Early Childhood Observation Form 1979-1980

FILE ID: ANI
OBSERVER NO: ____
OBSERVATION NO: ____
DATE __/__/__

CARD	TIME	LANGUAGE	GROUP SIZE	Activity			Instruc Initiat				Instruc Respon					Adult Contact					Curric		
				NO INSTRUCT	INSTRUCTION	INFORM LEARN	TEACHER	AIDE	STUD HELPER	OTHER	TEACHER	AIDE	STUD HELPER	OTHER	NO ONE	TEACHER	AIDE	STUD HELPER	OTHER	NO ONE	BECP	AISD	OTHER
1	:31																						
	:32																						
	:33																						
2	:34																						
	:35																						
	:36																						
3	:37																						
	:38																						
	:39																						
4	:40																						
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8	:52																						
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	:54																						
9	:55																						
	:56																						
	:57																						
0	:58																						
	:59																						
	:60																						

NOTES

OFFICE OF RESEARCH AND EVALUATION AISD

INSTRUCTIONS FOR USING THE EARLY CHILDHOOD OBSERVATION FORM

This observation instrument was developed to provide information for use in comparing Title I and Title I Migrant early childhood program classes. The observations in pre-kindergarten classes are day-long observations of single pre-k students.

Prior to the observation, the observer selects four students at random from the class to be observed. The first student selected is the student to be observed. The other three are backup students. In order to keep the teacher's knowledge of which student is being observed from influencing her behavior toward that child during the day, the observer asks the teacher to identify all four students. The name of the student under observation is not revealed to the teacher until the end of the day.

The information described below is then recorded on a minute-by-minute basis for the school day.

Card Number

The first column on the left indicates the card number on which the information on each three-line section of the observation form will be keypunched. The observer adds the necessary digits required to make the numbers consective from 1 to 130 for the school day.

Language

The predominant spoken language is coded for each minute except during breakfast, lunch, nap, snack and recess. The language coded is not limited to the language spoken by the teacher but is based on the total experience of the student during the minute. It is the language heard by the students under observation regardless of whether it is spoken by the teacher, aide, the student under observation, someone else, or a combination of these sources. The following codes are used to record language:

Blank = No language used. Silence.
1 = English was the predominant language.
2 = Spanish was the predominant language.
3 = An equal mixture of English and Spanish was heard.
4 = Undetermined (observer cannot hear).

Group Size

Group size is determined by the number of students involved in an activity with the student under observation. If no other students are involved in an activity with the observed student, group size is recorded as one. Therefore the group size is the number of students involved in the activity, including the student under observation.

Activities

Each minute of the school day is coded as belonging to one of the three following categories:

a. Formal Instruction: Formal instructional activities are those activities in which the student under observation works directly with an adult in a group or alone. The activities in which he or she is engaged are planned and have specific rules or expectations concerning student behavior. The key element is that the student's behavior is directed in some way by an adult.

Formal instructional activities are coded in one or two of the following manners:

1. A "1" is placed in the column under Formal Instruction for each minute the student under observation is engaged in a planned activity occurring under the direction of an adult.

   Formal instruction may occur outside of the regular classroom. For example, formal instructional activities occurring in the library or in other Early Childhood classrooms would be counted. (The observer in this case accompanies the students to the area and records whatever activity is occurring in the same manner as "inside the regular classroom" activities.) The exceptions to this rule are described below.

2. When students go outside the classroom to art, music, and PE, the time spent in these activities is coded with a "2" under Instruction. To record these activities the observer accompanies the student to the site of the class. Once the supervision by the new teacher begins, the observer leaves. A "2" is coded until the PE, music, or art instruction is completed. Regular coding begins again as the students line up and leave the room to go back to the regular classroom. No other information is coded when the students are at art, music, or PE.

b. Informal Learning Opportunities: There are also two classes of informal learning opportunities. Both types occur when the student is engaged in an activity where there is only incidental adult supervision or contact.

A "1" is coded when the student is working on a specific task following directions provided by the teacher. Activities coded under this classification are planned and are directed toward a specific outcome. For example, a student might be asked to create a Christmas scene using the materials provided or to build a house with blocks.

Activities coded with a "2" are those where the students are directed to a center to participate in "free play" activities. In these activities the student is not expected to produce a specific outcome. Examples are building something unspecified with blocks, playing house in the kitchen area, and reading a book. Another sort of activity coded with a "2" would be spontaneous opportunities "seized" by the teacher to make a noninstructional task instructional.

For example, if the teacher is passing out colored objects to students for some noninstructional purpose and she quizzes the students about the colors or remarks about the color each is receiving, then a "2" would be coded to record this spontaneous instructional event.

c. No Instruction: This classification pertains to activities which are not instructional; e.g., washing hands, standing in line, dividing students into groups, etc. Instructions for housekeeping and transition between activities are coded as no instruction. Six numbers are used to code different types of no instruction:

Breakfast = 2
Lunch = 3
Nap = 4
Snacks = 5
Recess = 6
Other = 1

If the student under observation awakens before the others during the nap time and begins doing something instructional, the proper instructional category is coded.

If the student under observation attends an assembly or participates in a planned "reward" activity (films, parties, etc.), the event should normally be coded as no instruction.
If the reward activity becomes an instructional activity, the event should be coded as Informal Instruction 2.

Adult Instructional Involvement

The adults who were "working with children" in an instructional capacity during the minute are recorded in this section of the form. The observer should record any involvement by adults in the class in activities which would be coded as "Formal Instruction" or "Informal Learning Opportunities" above. The adult's involvement does not have to be his/her predominant activity for the minute; i.e., even transitory involvement by an adult would cause the person to be coded. Neither does the involvement need to be with the student under observation. Adult instructional involvement is indicated by writing a "1" under the appropriate heading(s) (Teacher, Aide, Student Helper, and Other) for the minute.

Adult instructional involvement must be verbalized or made highly visible by the adult in charge. An example of verbalized and visible adult instructional involvement would occur if the teacher or aide introduced a new fingerplay to the students (verbal) and if the teacher or aide led the students in the fingerplay without saying another word after the introduction, a "1" would still be placed in the appropriate column under Adult Instructional Involvement.

There are times when adult instructional involvement is left blank during formal instruction. For instance, when children (the student under observation must be included in this group of children) are watching TV and the teacher or aide does not comment on what is being seen, instructional involvement is left blank and instructional responsibility is coded as no one.

Instructional Responsibility

This section of the observation form is used to record the person primarily responsible for the instruction occurring each minute for the child under observation.

Instructional responsibility is not coded during no instruction. While the teacher is ultimately responsible for the educational activities occurring in her classroom, she is not indicated for each minute. What is of importance here is the person taking the immediate responsibility for providing or supervising the instructional activity. The decision of which person to code is determined by who is "in charge" (i.e., who is the instructional leader) during the minute.

An example. The aide is sitting at a table with a group of students watching them work on some instructional activity. Occasionally she makes comments to students about the work they do. The teacher walks by the table and stops for a few minutes to comment on the work being done by the students. How should such a situation be coded? Unless the teacher, during her time at the table, changes the nature of the task or in some other way indicates that she is "taking over" the lesson, the aide would be coded. Only one person is coded under this category for each minute. If the responsibility for the instruction is absolutely equally divided between two persons, then the person appearing first on the form as you move from left to right is coded. In this example, if the teacher joined the group and she and the aide shared equally in the leadership provided to the students, the teacher would be coded.

The observer records instructional responsibility by placing a "1" under one of the following headings:

a. Teacher
b. Aide
c. Student Helper
d. Other
e. No One

Adult Contact

Adult contact is recorded each minute formal instruction or informal learning opportunity is coded. To record adult contact, the observer puts a "1" under the heading for each adult having contact with the student under observation during the minute. The observer should record any adult contact regardless of its instructional content or length of occurrence.

For the purpose of this observation form, any verbal statement addressed to the student under observation or the group to which he belongs or any physical contact between an adult and the student under observation is to be recorded as adult contact. Records or films do not constitute adult contact. If students are watching a film under adult supervision and the adult does not speak to or touch the student under observation, no adult contact is coded. If no adult contact occurs during the minute, "No One" is coded.

Curriculum Source

The information collected on this part of the form documents the amount of time spent in activities from different sources and is not coded during the actual observation. The point of transition into and out of each activity both formal and informal should be clearly marked on the coding sheet. In addition, notes in the notes column should clearly describe each formal or informal activity. At the end of the school day the observer will ask the teacher about the source of each formal activity (informal activities are not coded) so the activities can then be correctly recorded following the definitions given below.

a. BECP: A "1" is placed under this heading for each minute the student spent in an activity taken from the Bilingual Early Childhood Program (BECP) Curriculum. Activities from the BECP are likely to be found only in Title I Migrant early childhood classes.

   This column is also coded if the teacher and students engage in an activity which she developed using ideas from the BECP curriculum.

b. AISD: A "1" is placed under this heading for each minute the student spent in an activity from the curriculum developed for the Title I early childhood classes and are used in Title I Migrant classes as supplementary activities.

   As in the case of coding BECP, this column is also coded if the teacher and students engage in an activity which was developed using ideas or suggestions from the Title I early childhood curriculum.

c. OTHER: This column will not be used during analysis of data gathered with the coding sheets during the 1979-80 school year.

There are two instances during formal instruction when neither BECP or AISD curriculum sources are coded. They are as follows:

a. the teacher developed the activity completely on her own.

b. early childhood (Title I and Migrant) classes merge for a joint activity. All other categories such as instruction, instructional involvement, instructional responsibility and adult contact are coded.

Notes

The notes column on the form is important for recording descriptive information. This information can be useful in interpreting the results with the teacher. The notes column is also important in checking the form for coding errors after the observation has been completed. Each activity should be briefly described in this section.

STEPS USED IN RANDOMLY SELECTING OBSERVATION DAYS FOR TITLE I

1. Determine the number of possible observation days between November 27, 1979, and April 30, 1980. Exclude holidays, the days before holidays, and staff development days. Ninety-three days remained.

2. Sixty observations were planned, ten in each classroom. Number a page from 1-60.

3. Randomly assign the name of each pre-K unit to 10 different numbers on the list, one class per number.

4. Randomly assign a number in the range of 1-93 to each of the 60 lines on the paper. Assign a number only once.

5. Number the variable observation days (N = 93) on a calendar. Write the school names on the calendar according to their 1-93 numbers.

6. Examine the calendar for periods with observations on more than four consecutive work days. Randomly reassign the middle observation in the period until no more than four observations occur on successive work days.

7. Divide the observation period into three parts: days 1-31, 32-62, and 63-93. If more than four observations are scheduled for any one part, reassign to another part at random. Go back to step number six. Stop when the conditions in steps 6 and 7 have been met.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

November 16, 1979

TO: Principals With Title I and/or Migrant Pre-K Classes

FROM: David Doss and Patsy Totusek

SUBJECT: Early Childhood Observations

Both the Title I and Migrant Programs offer day-long, pre-kindergarten classes for four-year-olds. While both programs have been successful in producing large gains in achievement, the gains have not been equal. Both programs are interested in ways of maximizing their gains. Therefore, we have coordinated the Title I and Migrant evaluation activities at the early childhood level in an attempt to identify some basic elements of the programs which appear to be related to greater achievement gains.

Part of our combined efforts was the TOBE testing we did last month. Another important part will be classroom observations *scheduled to begin on November 27th* (or perhaps later for Migrant classes). Title I evaluation will do 10 day-long observations in each Title I early childhood class. Migrant evaluation will observe each Migrant class five times. All observations will occur on randomly selected days between November 27th and April 30th.

The things to be observed are described on the attached pages.

Past experience has shown that classroom observations do not upset the normal activities in progress. The observers for this project have been trained to insure that this remains true. If you have any questions, please feel free to call us at 458-1228.

Approved: Jonathan Curtis
Senior Evaluator for Compensatory Education Programs

Approved: Freda M Holley
Director of Office of Research and Evaluation

Approved:
Director of Elementary Education

DD:PT:lfs

cc: Lee Laws
Oscar Cantu
Jose Mata
Timy Baranoff
Lois Hart
Belia Greek
Ann Cunningham
Title I/Migrant Early Childhood Teachers

EARLY CHILDHOOD OBSERVATION FORM: DESCRIPTION OF THE CATEGORIES

Language

The predominant spoken language heard by the students regardless of the source (student, teacher, etc.) is coded for each minute except during breakfast, lunch, nap, and recess.

Group Size

Group size is determined by the number of students involved in an activity with the student under observation. If no other students are involved with the observed student, group size is recorded as one.

Activities

Each minute of the school day is coded as belonging to one of the three following categories:

a. No Instruction: This classification pertains to activities which are not instructional; e.g., washing hands, standing in line, dividing students into groups, etc.

b. Formal Instruction: Those activities (usually under adult direction and supervision) which have been planned are coded as formal instruction.

c. Informal Learning Opportunities: Informal learning activity such as building with blocks or looking at a book. This category also includes activities which would normally be coded as "No Instruction" if there is a clear attempt by an adult to make the activity instructional. For example, lining up to go to lunch would be considered an informal learning if the teacher asked the students to group themselves in lining up by the color of their clothing.

Adult Instructional Involvement

The adults who are "working with children" in an instructional capacity anywhere in the classroom during the minute are recorded in this section.

Instructional Responsibility

This section is used to record the person primarily responsible for the instruction occurring each minute for the child under observation.

Adult Contact

Adult contact is coded to show which adults have contact with the student under observation during each minute of formal instruction or informal learning opportunity.

Curriculum Source

Each minute of formal instruction is attributed to one of three curriculum sources:

a. BECP: An activity taken from the Bilingual Early Childhood Program (BECP) curriculum.

b. AISD: An activity from the curriculum developed for the Title I early childhood classes.

c. Other: An activity developed by the teacher or taken from a source other than the ones listed above. Adaptations of the AISD or BECP curricula are coded under those headings.

Page 1 of 2

FILE ID A / N / I

CARD FILE LAYOUT

LOCATION:

PROGRAM: Title I Migrant

AISD

YEAR: 1979-80

✓ UT PF A611 , ____ , OBS1
acct. pass. file name

79.23

CONTENTS: TITLE I AND MIGRANT PRE-K OBSERVATIONS - 1979-80

Field	Columns	Description
A	1 - 3	FILE ID
B	4 - 5	School Code: See attached list
C	6 - 6	Observer Number: 1 = Wanda, 2 = Karla
D	7 - 8	Observation Number
E	9 - 11	Card Number 130 per observation
F	12 - 12	0 = No language 2 = Spanish Language: 1 = English 3 = Eng. & Span. 4 = Undetermined
G	13 - 14	Group Size:
H	15 - 15	2 = Breakfast 4 = Nap 6 = Recess No Instruction: 3 = Lunch 5 = Snack 1 = Other
I	16 - 16	Formal Instruction 1 or 2
J	17 - 17	Informal Learning Opportunities 1 or 2
K	18 - 18	Teacher Instructional Involvement
L	19 - 19	Aide
M	20 - 20	Student Helper
N	21 - 21	Other

Attachment G-5
(Page 1 of 3)

Page 2 of 2

FILE ID A / N / I

CARD FILE LAYOUT

LOCATION:

AISD

✓ UT PF A611, ____, OBS1
acct. pass. file name

79.23

PROGRAM: Title I Migrant

YEAR: 1979-80

CONTENTS:

Field	Columns	Description	
O	22 - 22	Teacher	
P	23 - 23	Aide	
Q	24 - 24	Student Helper	Instructional Responsibility
R	25 - 25	Other	
S	26 - 26	No One	
T	27 - 27	Teacher	
U	28 - 28	Aide	
V	29 - 29	Student Helper	Adult Contact
W	30 - 30	Other	
X	31 - 31	No One	
Y	32 - 32	BECP	
Z	33 - 33	AISD	Curriculum Used
AA	34 - 34	Other	
	35 - 57	Fields F - AA for next minute of the observation.	

58 - 80 Fields F - AA for the next minute of the observation.

G-39

Attachment G-5
(continued, page 2 of 3)

Attachment G-5
(continued, page 3 of 3)

SCHOOL LIST

1 = Blackshear
2 = Brown
3 = Oak Springs 1
4 = Oak Springs 2
5 = Ortega
6 = Sims

TITLE I SCHOOLS

---

7 = Allison
8 = Brooke
9 = Dawson
10 = Metz
11 = Oak Springs
12 = Ridgetop
13 = St. Elmo
14 = Zavala

TITLE I
MIGRANT SCHOOLS

```
PAGESIZE        EJECT
RUN NAME        ANALYSES OF CLASSROOM OBSERVATION DATA
VARIABLE LIST   SCH LANG GRSIZE NOINST INST INFLRN IITCH IIAID IISTH
                IIOTH IRTCH IRAID IRSTH IROTH IRNON ACTCH ACAID ACSTH ACOTH
                ACNON CRBECP CRAISD CROTH
INPUT MEDIUM    DISK
N OF CASES      UNKNOWN
INPUT FORMAT    (3X,F2,6X,F1,F2,20F1)
COMPUTE         POP=0
IF              (SCH LE 6)POP=1
IF              (SCH GE 7)POP=2
RECODE          LANG(BLANK,0=5)
RECODE          NOINST(1=7)
COMPUTE         IGRSIZE=GRSIZE
RECODE          IGRSIZE(2 THRU 4 = 2)(5 THRU 7 = 3)(8 THRU 10 =4)
                (11 THRU 13 =5)(14 THRU HI =6)
COMPUTE         DRPT=0
IF              (INST GE 1 AND INFLRN GE 1)DRPT=1
IF              (INST GE 1 AND NOINST GE 1)DRPT=DRPT+2
IF              (INFLRN GE 1 AND NOINST GE 1)DRPT=DRPT+4
COMPUTE         REPORT=DRPT
COMPUTE         INCOND=0
IF              (INST EQ 1)INCOND=1
IF              (INFLRN EQ 1 OR 2)INCOND=2
COMPUTE         ACTIVITY=0
IF              (NOINST GE 1)ACTIVITY=1
IF              (INST GE 1)ACTIVITY=2
IF              (INFLRN GE 1)ACTIVITY=3
COMPUTE         INACT=0
IF              (INST GE 1)INACT=[illegible]T
IF              (INFLRN GE 1)INACT=INFLRN+2
MISSING VALUES  ALL(0,BLANK)
VAR LABELS      SCH SCHOOL/
                LANG LANGUAGE SPOKEN/
                GRSIZE GROUP SIZE/
                IGRSIZE GROUP SIZE/
                NOINST NONINSTRUCTIONAL ACTIVITIES/
                INST INSTRUCTIONAL ACTIVITIES/
                INFLRN INFORMAL LEARNING/
                IITCH TEACHER/
                IIAID AIDE/
                IISTH STUDENT HELPER/
                IIOTH OTHER/
                IRTCH TEACHER/
                IRAID AIDE/
                IRSTH STUDENT HELPER/
                IROTH OTHER/
                IRNON NO ONE/
                ACTCH TEACHER/
                ACAID AIDE/
                ACSTH STUDENT HELPER/
                ACOTH OTHER/
                ACNON NO ONE/
                CRBECP BECP CURR/
                CRAISD AISD CURR/
                CROTH OTHER CURR/
                POP POPULATION/
                INCOND TYPE OF INSTRUCTION/
                INACT INSTRUCTIONAL ACTIVITY/
VALUE LABELS    LANG(1)ENGLISH(2)SPANISH(3)MIXED(4)UNDETERMINED
                (5)NONE=   SILENCE/

                IGRSIZE  (1)1(2)2=4(3)5=7(4)8=10(5)11=13(6)14  OR  GREATER/
                NOINST(2)BREAKFAST(3)LUNCH(4)NAP(5)SNACKS(6)RECESS(7)OTHER/
                POP(1)TITLE I(2)TITLE I MIGRANT/
                INCOND(1)INSTRUCTION = 1(2)INFORMAL LEARNING/
                ACTIVITY(1)NO INSTRUCTION(2)INSTRUCTION(3)INFRMAL LEARNING/
                INACT(1)INSTRUCTION = 1(2)INSTRUCTION = 2(3)INFORMAL LRNG 1
                (4)INFORMAL LRNG 2/
                SCH(1)BLACKSHEAR(2)BROWN(3)OAK SPRINGS 1(4)OAK SPRINGS 2
                (5)ORTEGA(6)SIMS(7)ALLISON(8)BROOKE(9)DAWSON(10)METZ
                (11)OAK SPRINGS = MIG(12)RIDGETOP(13)ST, ELMO(14)ZAVALA
CROSSTABS       VARIABLES=POP INCOND (1,2) ACTIVITY (1,3) LANG (1,5)
                NOINST(2,7) IGRSIZE(1,6) INACT(1,4) SCH(1,14)/
```

```
                  TABLES= POP SCH BY LANG IGRSIZE BY INCOND/
                  INCOND BY LANG IGRSIZE BY POP SCH/
                  POP SCH BY ACTIVITY INACT NOINST
OPTIONS           4 5 9
READ INPUT DATA
MULT RESPONSE     GROUPS=INSINV INSTRUCTIONAL INVOLVEMENT(IITCH TO IIOTH(1))
                  INSRES INSTRUCTIONAL RESPONSIBILITY(IRTCH TO IRNON(1))
                  ADCON ADULT CONTACT(ACTCH TO ACNON(1))
                  CURR1 CURRICULUM WITH OTHER(CRBECP TO CROTH(1))
                  CURR2 CURRICULUM WITHOUT OTHER(CRBECP CRAISD(1))/
                  VARIABLES=POP(1,2)INCOND(1,2)SCH(1,14)/
                  TABLES=POP SCH BY INSINV INSRES CURR1 CURR2/
                  POP SCH BY ADCON BY INCOND/
                  INCOND BY ADCON POP SCH/
STATISTICS        1
TASK NAME         AND ACTUAL MEAN FOR GROUPSIZE
BREAKDOWN         VARIABLES=GRSIZE(LO,HI)POP INCOND(1,2) SCH(1,14)/
                  CROSSBREAK=GRSIZE BY POP BY INCOND SCH/
FINISH
```

PFA611, OBSPS

ESEA Title I

Appendix H

TITLE I TEACHER RECORDS

79.23

Instrument Description: Title I Records Checklist

Brief description of the instrument:

The 19 item checklist contained both multiple choice and open-ended items. All of the items dealt with record keeping as outlined in the Austin Independent School District Title I Reading Guide.

To whom was the instrument administered?

The records kept by Title I teachers and aides were examined for a random sample of Title I students.

How many times was the instrument administered?

Once for each student selected.

When was the instrument administered?

During the months of April and May of 1980.

Where was the instrument administered?

In all Title I schools except Brentwood and Metz.

Who administered the instrument?

Title I Evaluation Assistant.

What training did the administrators have?

Directions for administration of the records checklist were provided by the Title I Evaluator.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None that are known.

Who developed the instrument?

Office of Research and Evaluation with the cooperation of the Department of Developmental Programs.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

TITLE I TEACHER RECORDS

Purpose

Information from the Title I Records checklist was used to answer the following decision and evaluation questions from the 1979-80 Title I Evaluation Design.

> Decision Question D3: Should the Title I Reading Component be modified? If so, how?
>
> > Evaluation Question D3-7: Did Title I teachers and aides keep records on each Title I student as outlined in the Austin Independent School District Title I Reading Guide?

Procedure

Title I evaluation staff reviewed the Austin Independent School District Title I Reading Guide and formated a records checklist based on record keeping methods prescribed in the guide. The format was then submitted for review to one of the Title I reading supervisors.

The format was finalized and all principals of Title I schools were notified that a Title I evaluation assistant would conduct a records check of a sample of their students receiving Title I services. See Attachment H-1 for a copy of the memo and the checklist.

Two Title I students per grade level were randomly selected making a total of twelve students per school. For the most part the schools were grouped in sets of four, and days for conducting the records check were scheduled. A list containing the name of each student, grade level, and his/her classroom teacher was prepared for each school.

On the morning of the scheduled records check, the evaluation assistant called the schools, and gave each secretary the information from the list prepared for that particular school. The evaluation assistant also asked the secretaries to see that the records were pulled and available for monitoring when she arrived. The secretaries were also asked about the availability of Title I reading personnel for help in the interpretation of the student's records if needed.

The evaluation assistant picked up the students' records from the secretary and took them to a work area where they were examined for evidence of record keeping practices prescribed by the Reading Guide.

Title I reading personnel were both cooperative and informative. Both Title I teachers and aides made arrangements to meet personally with the evaluation assistant for a few moments.

Results

A total of 258 records were monitored. Nineteen of the schools' (counting Oak Springs and Rosewood as one school) reading teachers kept records on students in grades K-5. Three of the schools' reading teachers kept records on grades 1-5 only. Two of the schools were unable to participate. One had employed only aides, and they were not permitted to do diagnostic testing. The evaluation assistant was unable to schedule the other school.

The data gathered will be presented in the same format as the Title I Records Checklist.

I. Nineteen schools kept folders in grades K-5, and three kept folders in grades 1-5.

Entrance Date:

A. Twenty schools had entrance dates for their students posted in students' folders on the supplementary reading card or on an assessment instrument.

In one of the two schools where reading teachers were not serving kindergarten students, information of the above nature was posted in the roll book or on a teacher-made checklist because the aide worked in the classroom exclusively and was supervised by the regular classroom teacher.

The teacher of the other school which had no records on her kindergarten students indicated she was recently hired and had inherited her Title I students. She did not have entry dates but felt there were records in the school's office.

The third school did not serve kindergarten.

Exit Date:

B. A total of 258 student folders were monitored and out of that number only 22 student folders showed exit dates.

Assessment Information:

C. The records showed teachers relied most heavily on systemwide testing results provided by ORE as their source of assessment information.

A number of diagnostic tests were also used. Attachment H-2 lists those found in the records check.

Referrals:

D. The review of the records showed Title I teachers had not received any students by referrals.

Students' Work:

E. All of the schools whose records were monitored kept samples of their students' work. Some reading teachers kept the samples in the records folder, other teachers kept samples of their students' work in separate folders labeled for each reading group.

Responses to this part of the records check yielded additional information. At one school, parents requested all paperwork be sent home on Fridays unless it was special work such as workbook pages.

Teachers also indicated certain samples of their students' work were kept for such occasions as open house or Black history week when parents might be visiting.

Coordinated Learning Plan:

F. Nine schools out of twenty-three schools whose records were monitored used the Coordinated Learning Plan Form.

Through review of the folders and discussions with the teachers, it was learned that reading teachers and some regular classroom teachers had created planning forms of their own and had used them for several years. They indicated reluctance in giving up their old forms for a new one. At most schools teachers were allowed to continue using those forms.

G. Progress Monitoring (Describe):

1. In this section, Title I reading teachers were asked to describe the methods they employed when monitoring the individual progress of their students.

The responses to part 1 indicated that all of the reading teachers used teacher observation as a monitoring device. They also used commercial or noncommercial assessment tools alone or along with each other. See Attachment H-3 for list of assessment tools used by reading teachers.

The second part of this item asked how the teachers provided feedback to the classroom teacher on student progress.

The most popular methods used by reading teachers were verbal communication and occasional written communication using teacher-made formats. See Attachment H-4 for other methods used by reading teachers.

Supplementary Reading Card:

H. All twenty-three schools kept a Supplementary Reading Card for each student.

1. Six of the schools kept the card in the student's folder (cumulative folder).
2. Seventeen of the schools kept the card in the teacher's folder (Title I reading folder).

Accessible Schedules:

II. All twenty-three schools had accessible working schedules. Most of the teachers used their lesson plan books along with the format provided by Title I reading supervisors. Lesson plan books probably contained more accurate and up-to-date information about how students were seen than did the formal schedules.

List of Student Served:

III. Teachers whose records were monitored also had current lists of students they were serving. Again, they used their format along with that provided by the Title I reading supervisors.

Some of the most recurring statements from Title I reading teachers and aides concerning their inability to follow the record keeping procedures prescribed in the AISD Title I Reading Guide were:

- The guides were sent out too late in the school year to be of any real use.
- AISD was in the midst of court ordered desegregation implementation, and they did not have the time to read it.
- In most instances no one had actually met with the teachers to discuss the guide (Title I coordinators began a series of meetings with their schools in late April).
- When teachers did express concern to their coordinators about switching over to the formats prescribed by AISD, they were permitted in some schools to continue using the reading teacher-made formats since it was so late into the school year. This occurred most frequently with regards to the Coordinated Learning Plan.

79.23

Attachment H-1
(Page 1 of 3)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 25, 1980

TO: Principals of Title I Schools

FROM: David Doss

SUBJECT: Examination of Title I Records

The AISD Title I Reading Guide prepared by the Title I staff and reviewed by the Department of Elementary Education, requires that certain records be kept on each Title I student. As part of our evaluation of Title I, we will be checking to see the extent to which those records are kept for a random sample of Title I students.

Wanda Washington from ORE will be coming by your school between now and the end of April to check those records. A copy of the checklist she will be using is attached. As always, we will not report our results by teacher or student.

If you have any questions, please call (458-1228).

Approved: Jonathan Curtis
Senior Evaluator for Compensatory Education Programs

Approved: Freda Holley
Director of Office of Research and Evaluation

Approved:
Director of Elementary Education

DD:lfs

cc: Lee Laws
Oscar Cantu
Title I Reading Coordinators
Title I Teachers

79.23

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Attachment H-1
(Page 2 of 3)

TITLE I RECORDS CHECKLIST

Date: ______________ School: ______________________

Check if Present

I. Folder for ________________________? ______ 4

The folder contained the following:

A. Entrance date. ______ 5

B. Exit date if applicable. ______ 6

C. Assessment information (any or all of the instruments mentioned below)

- Basal reading tests from publisher. ______ 7
- IRI. ______ 8
- Teacher observation with checklist.
  - a. Barbe. ______ 9
  - b. Strang (available in VIA handbook). ______ 10
  - c. Reading Diagnosis Kit-observation checklist. ______ 11

D. Referrals (Describe).

____ ______ 12

____

____

____

____

E. Random sample of student's work. ______ 13

F. Coordinated Learning Plan Form. ______ 14

G. Progress Monitoring (Describe).

1. ____________________________________

____

____

2. ______________________________

____

____

H. Supplementary Reading Card. ______ 15

1. Kept in student's folder. ______ 16

2. Kept in teacher's folder. ______ 17

II. Accessible working schedule. ______ 18

III. Current list of students being served. ______ 19

ASSESSMENT TOOLS USED BY TITLE I TEACHERS

Kindergarten Level

Boehm Test of Basic Concepts
Alphabet, Color and Shape Inventories
IRI
Teacher-Made Color Recognition Inventory
Teacher-Made Basic Skills Inventory
Teacher-Made Competency Checklist
VIA Alphabet Posttest

First Level

Metropolitan Readiness Test
Alphabet, Color, and Shape Inventories
Murphy-Durrell Pre-Reading Phonics Inventory
Dolch Sight Word Recognition pre and post
VIA's Alphabet and Basic Sight Word Inventories
IRI pre and post
Primary Acquisition of Language
Peabody Picture Vocabulary Test pre and post
VIA's Criterion Reference Survey Record Booklet, Form A
Teacher-Made Skill Sheet
Teacher-Made Diagnostic Checklist
Teacher-Made checklist based on Guzak's philosophy

Second Level

California Achievement Tests
Dolch Sight Work Recognition Test, Level A
Bond, Balow, Hoyt Silent Reading Diagnostic Tests
Houghton-Mifflin Silent Reading Test
IRI
VIA's Words and Phrases
VIA Informal Reading Inventory
Stanford Reading Diagnostic Test
San Diego Quick Assessment Sheet
Peabody Picture Vocabulary Test pre and post
Alphabet Inventory
Ekwall Sight Word Recognition Test
New Development Reading Test (Upper primary)

Third Level

California Achievement Tests
Dolch Sight Word Recognition
IRI
Bond, Balow, Hoyt Silent Reading Diagnostic Tests
Houghton-Mifflin Oral Reading Test
Teacher-Made vocabulary achievement guide
Ekwall Sight Word Recognition
San Diego Quick Assessment
Basal Reading Test

Third Level (continued)

Houghton-Mifflin Initial Consonants and Final Consonants
Goodyear Comprehension Packet
VIA's Vocabulary List
VIA's Phonetics Test
El Paso Phonics Survey Answer Sheet
Ekwall Informal Reading Inventory
Oral Phonics Analysis Inventory
Stanford Reading Diagnostic Test
Teacher-Made word recognition test

Fourth Level

California Achievement Tests
Vocational Achievement Guide
IRI
Bond, Balow, Hoyt Silent Reading Diagnostic Tests
Dolch Sight Words
Basal IRI
VIA's Words and Phrases
VIA's Criterion Reference Survey
VIA's Reading Placement Inventory
Sprint Informal Inventory
Informal Comprehension Test
Stanford Reading Diagnostic Test
Teacher-Made diagnostic checklist
VIA Word Study Placement Guide

Fifth Level

California Achievement Tests
IRI
Basal IRI
Bond, Balow, Hoyt Silent Reading Diagnostic Tests
Vocational Achievement Guide
VIA's Criterion Reference Survey
VIA's Vocational Achievement Guide
VIA's Reading Placement Inventory
Oral Phonics Analysis Inventory
Informal Comprehension Test

Note: The Assessment tools used most frequently appear at the top of the list.

INSTRUMENTS OR TECHNIQUES USED BY TITLE I READING TEACHER TO MONITOR THEIR STUDENTS' PROGRESS

Kindergarten

Teacher observation
Alphabet, Color and Shape Inventory, pre and post
Basal skill sheets
VIA's Alphabet Inventory
Teacher-Made diagnostic test
Bilingual Kindergarten Test
Informal Phonics Skill Test

First Level

Teacher observation
Guzak Based Checklist and Skill Sheets
Murphy-Durrell based phonics skill sheets
Barbe
Houghton-Mifflin IRI,
Teacher-Development progress tracking sheet
Basal Workbooks
Listens to students read

Second Level

Teacher observation
Guzak's Phonics Checklist
Weekly basal reading
Teacher-Made skill sheets (phonics)
CLOZE test and Pupil Progress Sheet
Dolch or Edwall Basic Sight Word
Houghton-Mifflin Oral Reading Posttest
Barbe
VIA's Words and Phrases, pre and post
Review of basal tests given by classroom teacher

Third Level

Teacher observation
Basal tests
VIA's Diagnostic Checklist
Psycotecnic Basic
Dolch or Edwall Basic Sight Word Recognition, pre and post
Teacher-Made skill sheets
VIA's Skill Sheets

Fourth Level

Teacher observation
Basal skill sheets
Strang
Vocabulary Achievement Guide, pre and post
Teacher-Made skill sheets
Teacher-Made diagnostic checklists

Fifth Level

Teacher observation
Basal skill tests
Creative writing
Paragraph and sentence structuring
VIA Skill Sheets
Strang
Vocabulary Achievement Guide, pre and post

Part 2: MONITORING STUDENTS' PROGRESS ON A TEACHER TO TEACHER BASIS

Method	Number of Teachers Responding by Gr. Level					
	K	1	2	3	4	5
Verbal communication between reading teachers and regular classroom teachers only (reading teachers work in regular classroom with Title I students).	3	1	0	0	0	0
Occasional written communication using reading teacher-made format.	1	2	4	4	3	3
Verbal communication between teachers only	9	6	7	6	6	5
Written and verbal communication between teachers using:						
a. Coordinated Learning Plan	2	2	2	2	2	2
b. Teacher-made reports	7	8	7	6	9	9
Verbal, written communication and regularly scheduled meetings.	2	2	3	3	2	2

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ESEA Title I

Appendix I

EXTENDED DAY INFORMAL OBSERVATIONS

Instrument Description: Extended Day Observation Form

Brief description of the instrument:

Descriptive notes taken during observations of extended day teachers and their instructional aides at work with students of the Extended Day Program. The number of students present in the instructional area was also recorded periodically.

To whom was the instrument administered?

Extended Day teachers and aides, and their students.

How many times was the instrument administered?

Four times.

When was the instrument administered?

April 10th, 18th, 25th, and 30th of 1979-80 school year.

Where was the instrument administered?

In Sanchez elementary school.

Who administered the instrument?

Title I evaluation assistant.

What training did the administrators have?

Prior experience in informal observations and narrative note taking.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None that are known.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

EXTENDED DAY INFORMAL OBSERVATIONS

Purpose

Information gathered in the Extended Day Informal Observations was used in answering the following decision and evaluation questions from the 1979-80 Title I Evaluation Design.

Decision Question D5: Should the Extended Day Component be continued, expanded, or revised? If so, how?

Evaluation Question D5-4: How was the Extended Day Component implemented?

Procedure

Individual observations of the Extended Day teachers were scheduled and carried out on those dates shown in the instrument description.

The observation of each teacher was done on alternate visits. Observations one and three were with teacher A. Teacher B's class was observed during observations two and four. A total of four observations was done.

The observer arrived at the school several minutes before the end of the regular school day, checked in with the school's secretary, and went to the central classroom of the Extended Day Program.

Once the first student, teacher, or aide entered the central classroom, the observation began. One teacher's class was selected prior to the start of the observation, as the primary group to be observed; however, all students were observed and counted as one group during the initial snack period. The snack period began as soon as students entered the classroom.

When the snack period ended and the students began working in groups, then only the activities of the preselected teacher's class were observed.

Results

The four observations showed students spent an average of about thirty minutes on snacks and another thirty minutes for recreation. The observations also showed that although class officially ended at 5:00 P.M. some students were picked up by their parents as late as 5:40 P.M.

Observations 1 and 3 were conducted with Teacher A who taught grades 2-5. This set of observations and discussions with the teacher showed her working with the students on the unit entitled Geography; Texas History and Cultures.

The unit consisted of activities such as songs, stories from a book entitled "Ten Texas Tales," and field trips to such historical sites as the capitol and the governor's mansion.

The students also engaged in the following activities which were teacher developed: viewing a movie, ("The Big Thicket"), vocabulary drills, and the construction of Texas maps and emblems. Attachments I-1 and I-3 provide the observation results.

Observations 2 and 4 (Attachments I-2 and I-4) were conducted with Teacher B who taught kindergarten and first grade students. This set of observations showed the teacher using children's literature, alphabet and color review, and vocabulary skill sheets as part of her curriculum.

All four observations showed students at all grades playing vocabulary bingo games and doing art work.

Because so few observations were made, generalization about the implementation of the Extended Day Program must be made with caution.

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Attachment A-1
(Page 1 of 3)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

EXTENDED DAY OBSERVATIONS

Date: April 10, 1980

Observer: 1

TIME	Number of Students	Description of Activity
2:30	17	Students enter and start snacks.
2:40	18	Three of the students left room to pick up rest of films sent from Region XIII for Teacher A. Teacher B's group is still snacking and sharing. Teacher A introduced a new story called "The Cannons of Silver and Gold."
2:50	18	Story and snack. One of Teacher B's students left. She is ill. She returned a few moments later. Teacher B made arrangements to leave ill student with Teacher A. Teacher B will take her class outside for recreation.
3:00	11	Students are still listening and responding to the story being read to them by Teacher A. Normally Teacher A works with 2-5 grades. Ten students are present in this group. The eleventh student is the ill kindergartener.
3:10	11	Recall on story. Students are interested. Teacher directed transition for bathroom and water break. (The aide took the students as teacher set up movie projector).
3:20	9	The teacher introduced vocabulary words and their meaning prior to showing of film. Some of the words introduced were: thicket, forest, geography, mountains, seashore, plains, oceans, lakes, rivers, and deserts. (A couple of students still out of room).
3:30	11	Film: "The Big Thicket" - first section on Forest.

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Attachment A-1
(page 2 of 3)

EXTENDED DAY OBSERVATIONS

Date: April 10, 1980

Observer: 1

TIME	Number of Students	Description of Activity
3:40	11	Film continues. Flower section of film (3:47 p.m.).
3:50	11	Film.
4:00	11	The water section of film. Civilization section? The teacher stopped the film at this point. Teacher directed students to start lining up. They are going to the gym for a short break.
4:10	11	Gym. (recreation)
4:20	11	Gym.
4:30	9	Gym.
4:40	9	Water and back to classroom.

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Office of Research and Evaluation

Attachment A-1
(Page 3 of 3)

EXTENDED DAY OBSERVATIONS

Date: April 10, 1980

Observer: 1

TIME	Number of Students	Description of Activity
4:50	9	Aide playing a vocabulary game with 6 of the students. The game is played like bingo. The students are working independently. Two students are involved in peer tutoring and one students is helping the teacher to rewind the film.
5:00	7	Seven students playing the vocabulary game with the aide. Two involved in peer tutoring.
5:10	9	We went downstairs where parents are waiting to pick up students.
5:20		The observer reviewed the observation with the teacher A of the second through fifth grades and the principal.
5:30		Review.
5:40		Review.
5:50		Review and farewells.
6:00		Observer arrived home.

AUSTIN INDEPENDENT SCHOOL DISTRICT
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EXTENDED DAY OBSERVATIONS

Date: April 18, 1980

Observer: 1

TIME	Number of Students	Description of Activity
2:30	15	All students entered the large community classroom where they immediately begin to snack. Teacher A is making final preparation during this time for planned field trip they will take today.
2:40	15	Teacher B's students are eating and using books from the room's library center. Some are making objects which will be hung on the Meet Winnie Pooh and Friends display. Teacher B and her aide are also working with parts of the project.
2:50	5	The aide read a story to their group from Winnie the Pooh series. There are only five students left. The rest of the students were Teacher A's and they left for the field trip. After story, teacher directed transition to recess.
3:00	5	Recreation.
3:10	5	Recreation.
3:20	5	Recreation.
3:30	5	Recreation period ended and students returned to large area. There they were divided into groups of two's.

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Attachment B-1
(Page 2 of 3)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

EXTENDED DAY OBSERVATIONS

Date: April 16, 1980

Observer: 1

TIME	Number of Students	Description of Activity
3:40	4	Two of the students worked with the aide reading aloud to her. The other two worked with the teacher reviewing and identifying colors. They also reviewed the alphabet. One student has been picked up by parent.
3:50	4	Aide finished reading story. She is now doing a flashcard activity with her group. Once they finish this activity they join the teacher.
4:00	4	The teacher provided instruction to the group for making a stuffed Winnie the Pooh. They are being given cut up newspaper pieces which they will wad up and use to stuff the body of Winnie the Pooh which was teacher constructed.
4:10	4	The aide is working with the group. The teacher is using this time to pull together other materials she will use with the group if time permits.
4:20	4	Both the teacher and aide are working with the group. There seems to be a little difficulty with the lacing up of Winnie the Pooh's body.
4:30	9	The field trip crew is back. Some are still on bathroom break.
4:40	13	The aide works with a group of 3 using teacher-made worksheet. The teacher joins the groups bringing the other student with her. She gives additional instructions. One of the students leaves.

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Office of Research and Evaluation
Attachment B-1
(Page 3 of 3)

EXTENDED DAY OBSERVATIONS

Date: April 18, 1980

Observer: 1

TIME	Number of Students	Description of Activity
4:50	12	Some of the students participate in the vocabulary game being played by Teacher A's group. One of Teacher B's students leaves.
5:00	2	Teacher B takes the remaining 2 students to the other small classroom where they practice Winnie-the-Pooh songs and limericks.
5:10	14	We all go downstairs where both groups wait for parents to pick them up.
5:20		Review of observation with Teacher B.
5:30		Review.
5:40		Farewell.
5:50		
6:00		

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Attachment C-1
(Page 1 of 3)

EXTENDED DAY OBSERVATIONS

Date: April 25, 1980

Observer: 1

TIME	Number of Students	Description of Activity
2:30	9	Students are entering the community classroom and beginning snacks.
2:40	16	Snack continues.
2:50	18	Finishing up snacks.
3:00	18	Teacher A reads her group a story using words they had gone over in their unit on Texas. She also gives her group information on the Texas flower and other flowers common to Texas. Teacher B takes her class to the smaller classroom.
3:10	11	Teacher A introduces the next activity and provides instruction. The activity is Dictionary Skills.
3:20	11	Teacher directed transition.
3:30	11	Water and bathroom break before resuming activity. Group singing "The Brazos River" and two others which the teacher accompanies with the guitar. They are "Old Texas" and "Deep in the Heart of Texas."

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Attachment C-1
(Page 2 of 3)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

EXTENDED DAY OBSERVATIONS

Date: April 25, 1980

Observer: 1

TIME	Number of Students	Description of Activity
3:40	11	Students go to large map of Texas and find rivers they had color coded onto it's surface.
3:50	11	Final song "Old Texas" again. Teacher directed transition to a new task, a seek and find vocabulary game set up on skill sheets. Older children are paired with younger ones in this activity.
4:00	9	Seek and Find activity.
4:10	10	Seek and Find.
4:20	8	Seek and Find.
4:30	9	Seek and Find.
4:40	10	Teacher directed transition to preparation for recreation.

AUSTIN INDEPENDENT SCHOOL DISTRICT
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EXTENDED DAY OBSERVATIONS

Date: April 25, 1980

Observer: 1

TIME	Number of Students	Description of Activity
4:50	9	Recreation.
5:00	8	Recreation.
5:10	7	Back into the building to clean up area and go downstairs to waiting parents.
5:20	6	Waiting for parents.
5:30	5	Waiting for parents.
5:40	0	Review with Teacher A.
5:50		Farewell.
6:00		

AUSTIN INDEPENDENT SCHOOL DISTRICT
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Attachment D-1
(Page 1 of 3)

EXTENDED DAY OBSERVATIONS

Date: April 30, 1980

Observer: 1

TIME	Number of Students	Description of Activity
2:30	14	Entering and snacks.
2:40	14	Snacks.
2:50	14	Teacher A and her group (5 students) are into a story and Spanish vocabulary. Teacher B and her group (9 students) are sharing and finishing snacks.
3:00	10	Snacks (one more of Teacher B's students enters). Teacher A and her group go to work on carnival project. The carnival will be held tonight.
3:10	10	Teacher B directed transition to preparation for recreation.
3:20	10	Recreation.
3:30	10	Recreation.

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EXTENDED DAY OBSERVATIONS

Date: April 30, 1980

Observer: 1

TIME	Number of Students	Description of Activity
3:40	10	Group returns from recess. Five of the students go with the aide to another area where she reads a story to them. Five (kinders) are in the room with Teacher B. They are reviewing alphabet and vocabulary building.
3:50	5	The teacher gives instructions for an activity they are going to do. It involves the alphabet. It is a game thought up by the teacher called Letter Walk.
4:00	10	The five first graders joined the teacher and her group of kindergarteners in the game.
4:10	10	Teacher directed transition to art project. The students will make their own Mexican flag, using the art supplies passed out by the teacher. The students color the emblem (on a ditto) then place the colored emblem in the center of a large sheet of art paper (rectangle shaped). They color the
4:20	8	remaining sides the same as those of the Mexican flag, thus creating their own flag for Mexican Independence Day.
4:30	9	Instructions are given to group for activity to be done once art project is finished. Students will pick up pre-cut sheets of paper and practice writing their upper and lower case alphabets.
4:40	11	Teacher A and two of her students return to the room.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

EXTENDED DAY OBSERVATIONS

Date: April 30, 1980

Observer: 1

TIME	Number of Students	Description of Activity
4:50	8	Teacher directed housecleaning.
5:00	8	Left for pickup station downstairs.
5:10	8	Parents are coming in to pick up students.
5:20	0	All students are gone.
5:30		Review and farewell. Everything was brief. The carnival will be held tonight.
5:40		
5:50		
6:00		

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ESEA Title I

Appendix J

TITLE I TEACHER QUESTIONNAIRE

Instrument Description: Title I Teacher Questionnaire

Brief description of the instrument:

A questionnaire using rating scales concerning teacher satisfaction with staff, materials, resources, and paperwork was sent to the teachers. Each teacher was asked to rate her level of satisfaction in twelve different areas, and to specify how closely she followed the AISD and Title I Reading Guides.

To whom was the instrument administered?

All Title I Reading teachers.

How many times was the instrument administered?

Once.

When was the instrument administered?

May, 1980.

Where was the instrument administered?

In the schools.

Who administered the instrument?

The questionnaire was self-administered.

What training did the administrators have?

N/A.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None that are known. Return rate of 100% was not achieved.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

TITLE I TEACHER QUESTIONNAIRE

Purpose

The Title I Teacher Questionnaire was used in answering the following decision and evaluation questions for the 1979-80 Title I Evaluation Design.

Decision Question D3: Should the Title I Reading Component be modified? If so, how?

Evaluation Question D3-6: Was the Title I Reading Component implemented in accordance with the District and Title I reading guides?

Procedure

The Title I Teacher Questionnaire (Attachment J-1) was developed by Title I Evaluation. It was sent to the Title I Reading teachers in May.

The teachers were asked to rate their satisfaction in 12 different areas, and to rate how closely they had followed AISD and AISD Title I reading guidelines. The responses were anonymous.

Fifty-nine (75%) of the 79 questionnaires sent were returned. The responses to the questionnaire were keypunched, then analyzed at UT using the SPSS package of computer programs.

Any written comments included by the teachers were copied verbatim by the evaluation assistant. These comments are included as Attachment J-2.

Results

The figures which follow report the results by questionnaire item. The following summary statements can be made.

1. About 64% of the Title I teachers have read most or all of the Title I Reading Guide.
2. A little more than half of them (55%) followed the recommendations in the AISD Reading Position Paper closely or very closely.
3. A slightly larger percentage (62%) reported following the Title I Reading Guide closely or very closely.

4. On the average, the reading teachers appear to be more satisfied with the support and cooperation they receive from their principals, fellow teachers, aides, and reading coordinators than with the support they receive from counselors, parents, or Title I Parental Involvement staff.

5. Most teachers (68%) were at least satisfied with the physical conditions under which they work.

6. Ninety-five percent were satisfied or very satisfied with the resources and materials available to them.

7. About 59% of the teachers were satisfied or very satisfied with the level of paperwork required to show compliance with Title I regulations (schedules, lists of students, etc.).

8. About 56% were satisfied or very satisfied with the level of paperwork associated with evaluation (testing for selection, nine-week reports, etc.); however, about 27% were dissatisfied or very dissatisfied.

9. Overall, only about 16% of the teachers disagreed or disagreed strongly with the statement that they were satisfied with their job situations.

RESPONSE	FREQUENCY	PERCENT
(1) None of it	1	2
(2) A little of it	7	13
(3) Some of it	12	21
(4) Most of it	27	48
(5) All of it	9	16

Mean = 3.6   Missing Cases = 3
Standard Deviation = .96

Figure J-1. RESPONSES TO QUESTION 1. HOW MUCH HAVE YOU READ OF THE AISD TITLE I READING GUIDE?

RESPONSE	FREQUENCY	PERCENT
(1) Not at all	3	5
(2) Not very closely	5	9
(3) Somewhat closely	18	32
(4) Closely	26	46
(5) Very closely	5	9

Mean = 3.4   Invalid Responses = 2
Standard Deviation = .96

Figure J-2. RESPONSES TO QUESTION 2A. HOW CLOSELY DID YOU FOLLOW THE RECOMMENDED TEACHING PRACTICES DESCRIBED IN THE AISD READING POSITION PAPER?

RESPONSE	FREQUENCY	PERCENT
(1) Not at all	1	2
(2) Not very closely	7	12
(3) Somewhat closely	14	24
(4) Closely	25	45
(5) Very closely	10	17

Mean = 3.6 Missing Responses = 1
Standard Deviation = .97

Figure J-3. RESPONSES TO QUESTION 2B. HOW CLOSELY DID YOU FOLLOW THE RECOMMENDED TEACHING PRACTICES DESCRIBED IN THE TITLE I READING GUIDE?

RESPONSE	FREQUENCY	PERCENT
(1) Very dissatisfied	6	10
(2) Dissatisfied	7	12
(3) Neither	4	7
(4) Satisfied	15	25
(5) Very satisfied	27	46

Mean = 3.8
Standard Deviation = 1.39

Figure J-4. RESPONSES TO QUESTION 3A. CIRCLE THE NUMBER WHICH BEST DESCRIBES YOUR SATISFACTION WITH YOUR PRINCIPAL.

RESPONSE	FREQUENCY	PERCENT
(1) Very dissatisfied	4	7
(2) Dissatisfied	4	7
(3) Neither	4	7
(4) Satisfied	27	47
(5) Very satisfied	19	33

Mean = 3.9 Missing Cases = 1
Standard Deviation = 1.14

Figure J-5. RESPONSES TO QUESTION 3B. CIRCLE THE NUMBER WHICH BEST DESCRIBES YOUR SATISFACTION WITH OTHER TEACHERS.

RESPONSE	FREQUENCY	PERCENT
(1) Very dissatisfied	1	2
(2) Dissatisfied	5	9
(3) Neither	4	7
(4) Satisfied	13	22
(5) Very satisfied	35	60

Mean = 4.3 Invalid Responses = 1
Standard Deviation = 1.04

Figure J-6. RESPONSES TO QUESTION 3C. CIRCLE THE NUMBER WHICH BEST DESCRIBES YOUR SATISFACTION WITH YOUR TITLE I READING COORDINATOR.

RESPONSE	FREQUENCY	PERCENT
(1) Very dissatisfied	3	5
(2) Dissatisfied	6	11
(3) Neither	16	29
(4) Satisfied	18	32
(5) Very satisfied	13	23

Mean = 4.8 Missing Cases = 3
Standard Deviation = 1.58

Figure J-7. RESPONSES TO QUESTION 3D. CIRCLE THE NUMBER WHICH BEST DESCRIBES YOUR SATISFACTION WITH TITLE I AIDES.

RESPONSE	FREQUENCY	PERCENT
(1) Very dissatisfied	7	12
(2) Dissatisfied	12	20
(3) Neither	19	32
(4) Satisfied	13	22
(5) Very satisfied	8	14

Mean = 3.1
Standard Deviation = 1.21

Figure J-8. RESPONSES TO QUESTION 3E. CIRCLE THE NUMBER WHICH BEST DESCRIBES YOUR SATISFACTION WITH COUNSELORS.

RESPONSE	FREQUENCY	PERCENT
(1) Very dissatisfied	6	11
(2) Dissatisfied	20	35
(3) Neither	14	25
(4) Satisfied	14	25
(5) Very satisfied	3	5

Mean = 2.8 Missing Cases = 2
Standard Deviation = 1.10

Figure J-9. RESPONSES TO QUESTION 3F. CIRCLE THE NUMBER WHICH BEST DESCRIBES YOUR SATISFACTION WITH PARENTS.

RESPONSE	FREQUENCY	PERCENT
(1) Very dissatisfied	15	26
(2) Dissatisfied	5	9
(3) Neither	19	33
(4) Satisfied	15	26
(5) Very satisfied	4	7

Mean = 2.8 Missing Cases = 1
Standard Deviation = 1.28

Figure J-10. RESPONSES TO QUESTION 3G. CIRCLE THE NUMBER WHICH BEST DESCRIBES YOUR SATISFACTION WITH TITLE I PARENTAL INVOLVEMENT STAFF.

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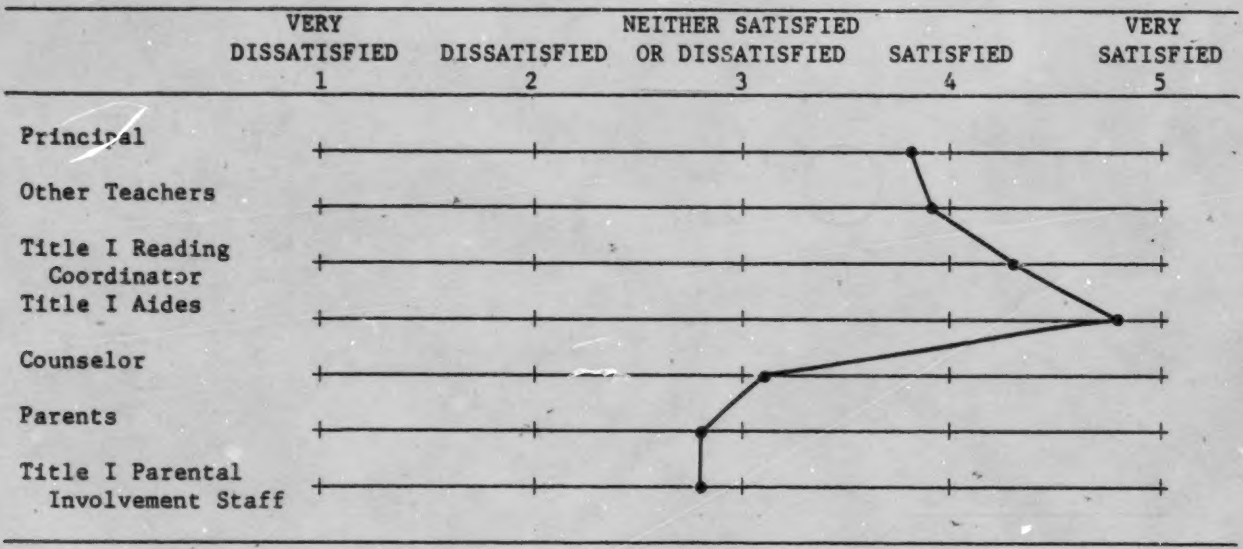

Figure J-11. PLOT OF AVERAGE SATISFACTION RATINGS GIVEN TO PRINCIPALS, TEACHERS, AND OTHERS BY TITLE I TEACHERS.

RESPONSE	FREQUENCY	PERCENT
(1) Very dissatisfied	9	16
(2) Dissatisfied	6	11
(3) Neither	3	5
(4) Satisfied	20	36
(5) Very satisfied	13	32

Mean = 3.6 Missing Cases = 3
Standard Deviation = 1.45

Figure J-12. RESPONSES TO THE QUESTION, HOW SATISFIED ARE YOU WITH THE PHYSICAL CONDITIONS UNDER WHICH YOU WORK?

RESPONSE	FREQUENCY	PERCENT
(1) Very dissatisfied	1	2
(2) Dissatisfied	2	4
(3) Neither	0	0
(4) Satisfied	28	50
(5) Very satisfied	25	45

Mean = 4.3 Missing Cases = 3
Standard Deviation = .81

Figure J-13. RESPONSES TO THE QUESTION, HOW SATISFIED ARE YOU WITH TEACHING MATERIALS AND OTHER RESOURCES AVAILABLE TO YOU?

RESPONSE	FREQUENCY	PERCENT
(1) Very dissatisfied	1	2
(2) Dissatisfied	4	7
(3) Neither	18	32
(4) Satisfied	24	43
(5) Very satisfied	9	16

Mean = 3.6 Missing Cases = 3
Standard Deviation = .90

Figure J-14. RESPONSES TO THE QUESTION, HOW SATISFIED ARE YOU WITH THE LEVEL OF PAPERWORK REQUIRED BY...TITLE I REGULATIONS (SCHEDULES, LISTS, ETC. REQUIRED BY TITLE I READING COORDINATORS)?

RESPONSE	FREQUENCY	PERCENT
(1) Very dissatisfied	1	2
(2) Dissatisfied	13	25
(3) Neither	9	17
(4) Satisfied	19	37
(5) Very satisfied	10	19

Mean = 3.5　Missing Responses = 5
Standard Deviation = 1.13　Invalid Responses = 2

Figure J-15. RESPONSES TO THE QUESTION, HOW SATISFIED ARE YOU WITH THE LEVEL OF PAPERWORK REQUIRED BY...TITLE I EVALUATION (TESTING FOR SELECTION, NINE-WEEK REPORTS, ETC.)?

RESPONSE	FREQUENCY	PERCENT
(1) Strongly Disagree	5	10
(2) Disagree	3	6
(3) Don't know	2	4
(4) Agree	25	46
(5) Strongly Agree	20	36

Mean = 3.9　Missing Responses = 4
Standard Deviation = 1.21

Figure J-16. RESPONSES TO QUESTION 4. ALL THINGS CONSIDERED, I AM SATISFIED WITH MY 1979-80 JOB SITUATION.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

May 2, 1980

TO: Title I Teachers

FROM: David Doss D.D.

SUBJECT: Title I Teacher Questionnaire

Attached is this year's Title I teacher questionnaire. Please take a few minutes to complete the questionnaire and return it to ORE in the attached envelope. It is especially important this year that you complete the questionnaire since the results can serve as a baseline for assessing the impact of desegregation on the Title I program next year.

Feel free to add written comments to the questionnaire. It looks like we will be living with the same regulations next year. They will continue to require a test score for each child. I am very much interested in any comments on ways we can help to make that extra testing burden more manageable. If you would prefer to discuss this matter over the phone, feel free to call (458-1228).

Thank you for taking the time to answer the questionnaire. I know you are especially busy this year.

Approved: Jonathan Curtis
Senior Evaluator for Compensatory Education Programs

Approved: Freda M Holley
Director of Office of Research and Evaluation

Approved:
Director of Elementary Education

DD:lfs

cc: Lee Laws
Oscar Cantu
Title I Reading Coordinators
Principals of Title I Schools

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

TITLE I TEACHER QUESTIONNAIRE

Circle the answers which best represent your responses to the following questions.

1. How much have you read of the AISD Title I Reading Guide?

1	2	3	4	5
None of it	A Little of it	Some of it	Most of it	All of it

2. How closely did you follow the recommended teaching practices described in the following:

	Not at all	Not Very Closely	Somewhat Closely	Closely	Very Closely
AISD Reading Position Paper	1	2	3	4	5
AISD Title I Reading Guide	1	2	3	4	5

3. Circle the number which best describes your satisfaction with each of the following:

	Very Dissatisfied	Dissatisfied	Neither Satisfied or Dissatisfied	Satisfied	Very Satisfied
Support and cooperation you have received from...					
a. your principal	1	2	3	4	5
b. other teachers in your school	1	2	3	4	5
c. your Title I reading coordinator	1	2	3	4	5
d. Title I aides	1	2	3	4	5
e. counselors in your school	1	2	3	4	5
f. parents	1	2	3	4	5
g. Title I parental involvement staff	1	2	3	4	5

	Very Dissatisfied	Dissatisfied	Neither Satisfied or Dissatisfied	Satisfied	Very Satisfied
The physical conditions under which you work (room to plan and/or teach, storage room, etc.)	1	2	3	4	5
The teaching materials and other resources available to you.	1	2	3	4	5
The level of paperwork required by...					
a. Title I regulations (schedules, list, etc. required by Title I reading coordinators).	1	2	3	4	5
b. Title I Evaluation (testing for selection, nine-week reports, etc.)	1	2	3	4	5

4. All things considered, I am satisfied with my 1979-80 job situation.

1	2	3	4	5
Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree

Return to:

Kim Walker-Wheatley
Adm. Bldg., Box 79

TEACHER QUESTIONNAIRE COMMENTS

Question 1. How much have you read of the AISD Title I Reading Guide?

No written responses.

Question 2. How closely did you follow the recommended teaching practices described in the following:

A. AISD Reading Position Paper:

"But I don't agree with it."

"Since the Extended Day Program is considerably different than the regular classroom situation, we've adapted the basic principles and concepts and fit them to our special situation."

B. AISD Title I Reading Guide:

No written comments.

Question 3. Circle the number which best describes your satisfaction with each of the following:

A. Support and cooperation you have received from your principal.

No written comments.

B. Support and cooperation you have received from other teachers.

"Some have been very helpful and others have not cooperated at all."

"Cooperation very satisfactory except for the Social Studies/Science time block. This was difficult to plan and coordinate."

C. Support and cooperation you have received from your Title I reading coordinator.

No written comments.

D. Support and cooperation you have received from Title I aides.

No written comments.

E. Support and cooperation you have received from counselors in your school.

No written comments.

F. Support and cooperation you have received from parents.

No written comments.

G. Support and cooperation you have received from Title I parental involvement staff.

No written comments.

Question. How satisfied have you been with the physical conditions under which you work (room to plan and/or teach, storage room, etc.)?

"Very crowded working conditions."

"Room temperature often too cold."

Question. How satisfied have you been with the teaching materials and other resources available to you?

No written comments.

Question. How satisfied are you with the level of paperwork required by (A) Title I regulations (schedules, list, etc. required by Title I reading coordinators)?

"Redundant."

"The amount of paperwork is not bad; however, the nature of some of it is ridiculous. Forms are repetitious and often seem unnecessary."

"There should be uniform testing systemwide by Title I teachers used in addition to standardized test scores. There should be more record keeping so when a child transfers to another AISD school we would know what materials had been used with the child and concepts he learned."

Question. How satisfied are you with the level of paperwork required by (B) Title I Evaluation (testing for selection, nine-week reports, etc.)?

"This doesn't necessarily apply to our program."

"Metz teachers (themselves) do not do Individual Reports."

"The amount of paperwork for selection is not unreasonable but the use of the MRT for minority first graders is totally invalid."

Question (A and B).

"I am afraid the ITBS will be too lengthy a test for quick evaluation of new students and I much prefer an IRI to any standardized test."

Question 4. All things considered, I am satisfied with my 1979-80 job situation. (General Comments).

> "If Title I teachers are not respected by the classroom teachers, the program will never improve. I'm surprised how poor the Title I program in this state is!! There's no respect from anyone."
>
> "It bothers me that whenever any special event is happening in the school (field trips, make-ups for the IOWA tests, special projects for the office, etc.), the Title I staff is pulled out of their classes to help out."
>
> "Major Concern - being used as substitute teachers - this causes negative feeling towards my job importance. Feel that our reading coordinator is excellent - couldn't meet our needs any better."
>
> "Concern - Districtwide attitudes toward Title I has improved. From being at Title I inservices we have found out that in many schools Title I is regarded to be at the low end of the totempole."
>
> "It would certainly be nice if we could use teacher judgement when we feel there are invalid test scores. It would save the time necessary to retest students who often need help badly and will more than likely score low on a retest."
>
> "I certainly like the ITBS achievement tests better than the CAT tests used previously. However, I feel that it is going to be very time consuming to give the ITBS to all new students as they come in."
>
> "Give responsibility for extra testing to the school counselor."
>
> "The extra testing burden should be given to the counselors since they are involved with the regular testing in the spring."
>
> "A Title I teacher has to have respect from co-workers and the principal before a program can be successful."
>
> "I feel that the regular classroom teachers do not think very highly of the Title I Program and treat the Title I teachers as subordinates. (This is probably due to the attitude of the principal)."
>
> "Program support needed from administration specifically Principal and classroom teachers!"
>
> "The Title I, classroom and administratives needs to work closer."
>
> "The Reading Guide has very little worthwhile information in it. I don't think "in classroom" Title I Reading is as good as a lab situation. It was very hard for me to find materials for my children that they hadn't already used; therefore, Title I teachers should have some materials not used by other teachers so they would be new to the students.

Title I teachers should all use more diagnostic tests, use the same ones systemwide, teach the skills they don't know, keep records on the above, transfer the information when the child transfers to another AISD school, have uniform testing materials available. All reading labs should be equipped with the same materials. Title I should be more structured so each teacher isn't left to develop her own program."

"ITBS - takes too long to give - hope we will be able to use another test."

"Testing for new students was done by our counselor. The only problem was waiting for the testing to be done - particularly if the student enrolled after November."

79.23

ESEA Title I

Appendix K

INTERVIEWS OF PARENTS RECEIVING TRAINING

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79.23

Instrument Description: Title I Parent Interview

Brief description of the instrument:

The interview was from a questionnaire containing items related to parent training conducted by Title I community representatives and campus contact persons for parental involvement. The form was designed to be administered by telephone.

To whom was the instrument administered?

A random sample of parents who attended parent training sessions.

How many times was the instrument administered?

Once to each parent.

When was the instrument administered?

June, 1980.

Where was the instrument administered?

Parents were interviewed in their homes by telephone.

Who administered the instrument?

A Title I evaluation assistant.

What training did the administrators have?

Evaluation assistant was given guidelines and instructions on how to conduct the interviews by the Title I Evaluator.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

The sample was biased toward English-speaking families with telephones.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

INTERVIEWS OF PARENTS RECEIVING TRAINING

Purpose

Interviews of parents receiving training were used to provide information for the following decision and evaluation questions for the 1979-80 Title I Evaluation Design.

> Decision Question D6: Should the Title I Parental Involvement Component be continued, expanded, or revised? If so, how?
>
> > Evaluation Question D6-6: How effective was the parent training done by Title I community representatives or campus contact persons?

Procedure

A parent interview questionnaire was developed to answer the evaluation and decision questions listed above. For a copy of the interview see Attachment K-1. The administration of the parent interview consisted of the following steps:

1. A list of names was compiled from the parent training session sign-in sheets obtained from Title I schools (see Appendix P of this report). These were names of parents attending the Title I Parent Training Sessions given in 23 Title I schools. Of the 377 parents attending these sessions, approximately one eighth (46) were selected at random to be interviewed. Two parents were selected from each school.

2. Those selected for the sample were then interviewed by telephone. An attempt was made to contact the parents between June 2 and June 12, 1980.

3. Parents who were contacted were asked questions concerning the training sessions. Interviews were conducted in English by the evaluation assistant.

4. When all interviews were concluded, the results were tallied by hand. Twenty-three of the parents were contacted and interviewed by phone.

Although six other households were reached, the interviews were not completed for the following reasons:

a. two persons spoke only Spanish;
b. two persons reported never having attended a meeting at the school;
c. one person was recovering from surgery and could not come to the phone; and
d. one person was never home (after attempts on three separate days).

The remaining 17 could never be reached. Eight had disconnected phones and 9 never answered (attempts made on three different days).

Results

The results are presented by interview question.

The first question asked the parents how interesting they found the sessions to be. As the figure below shows, the parents found the sessions to be interesting or very interesting. The responses are very similar to those given by parents last year.

Question 1	Not Very Interesting	Interesting	Very Interesting
...Can you tell me if the session(s) "was (were) not interesting," "interesting," or "very interesting."	0 (0%)	12 (52%)	11 (48%)

The responses to questions 2 and 3 are reported in the figures below. Responses to the second question were similar to last year's responses; however, the parents were generally more positive this year about how much they learned about the Title I Program at their child's school (question 3).

Question 2	Very Little	Little	Some	A Lot
How much would you say you learned about helping your child(ren) do better at school?	2 (9%)	3 (13%)	9 (39%)	9 (39%)

Question 3	Very Little	Little	Some	A Lot
How much would you say you learned about _______ (school's) Title I program?	1 (4%)	2 (9%)	6 (26%)	14 (61%)

The fourth question asked parents what they had learned at the training sessions and whether they had used this knowledge with their children. Seven parents (30%) had attended introductory sessions only (What is Title I? What is PAC?) and had not learned ways of helping their children at school.

Twelve parents attended sessions which provided training in helping their children with reading at home. These parents indicated that they had learned and used some of the following techniques with their children:

a. flash cards,
b. educational games,
c. trips to the library, and
d. emphasizing counting, shapes, etc. during everyday activities such as setting the table.

Two other parents mentioned learning how to help their children develop good study habits. Two could not recall learning and using anything at the sessions.

Responses to the fifth question are summarized below. The parents clearly felt others could benefit from attending the sessions.

Question 5	Would Not Recommend	Would Recommend	Would Strongly Recommend
Which of the following describes how strongly you would recommend the training sessions to other parents at your child(ren)'s school.	0 (0%)	9 (39%)	14 (61%)

Finally, the parents were given an opportunity to ask questions or make comments. Generally, they praised the parent training sessions and the Title I Program. Some comments are recorded in Attachment K-2.

In summary, it appears that while the number of parents trained was not large (Appendex P), most who received training learned some things they could do to help their children with reading at home.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

May 27, 1980

TITLE I PARENT INTERVIEW FORM

Parent: ______________________________ School: _________________

Names of Children: ____

Introduction: Hello, may I speak to ______________________. Hello, my name is ________________________. I am with the Title I Program evaluation in the Office of Research and Evaluation of the Austin Independent School District. We would like to know more about how the Parental Involvement part of Title I is working, so we are asking some of the parents who attended the training sessions at ______________________ (school) to answer a few questions. We hope that the answers can help the District to improve the sessions. Would you mind taking a few minutes to give me your answers to the questions?

If "No", say "Good" and begin. If "Yes", ask if there would be a better time for you to call.

Questions:

1. "According to our records you attended training sessions about:

   ____

   ____

   ____

   I know that it may have been some time since you attended the training sessions, but, can you tell me if the session(s) was(were) not interesting ( ), interesting ( ), or very interesting ( )?

2. How much would you say you learned about helping your child(ren) do better at school?

   Very Little _____ Little _____ Some _____ A lot _____

3. How much would you say you learned about ____________(school's) Title I program?

   Very Little _____ Little _____ Some _____ A lot _____

4. Can you tell me something that you learned at the sessions that you have used to help your children learn better at school?

5. Which of the following describes how strongly you would recommend the training sessions to other parents at your child(ren)'s school.

   Would not recommend _____ Would recommend _____ Would strongly recommend _____

Do you have any other questions or comments?

____

____

____

____

Thank you.

COMMENTS FROM PARENTS

"I feel having the opportunity to go to the school and get in my two cents worth helped me to feel a part of the school activities all year long. I really enjoyed it. Since my child was just beginning school, it put my mind at rest."

"I wish I could have gone to more of the meetings, but I work at nights."

"I am sorry I missed the other session, but I had the flu. I enjoyed the one I went to."

"I really like the At-Home Program too. I really hope the whole Title I program is continued."

"I only got a chance to attend one session before I started back to work. I enjoyed that one, but I wish they were held in the daytime."

"I really wish we could get more parents to attend. The program has really helped me. It has given me a lot of insight into the program, and I am delighted they have extended the program to the 6th grade."

"I enjoyed the two sessions I attended."

"I really like the school and the Title I staff."

"Title I is a very good program."

"I learned the way kids are picked for the program. The counselor and teachers were very helpful in explaining this to me. They also gave us other suggestions on how we could help our kids."

"I like the school and hope Barton Hills will be the same."

"I really enjoyed the two sessions I attended. I would like to have attended others, but I work during the time the sessions are held. I really wish Pecan Springs had had the program (Title I) when my two boys were in school there. They really could have benefited from a program like that."

"I learned a lot of things I was unaware of about the program, and I really enjoyed attending the sessions. I hope they will continue the program at Casis."

ESEA Title I

Appendix L

1978-79 NINE-WEEK REPORTS

Instrument Description: 1978-79 Nine-Week Reports

Brief description of the instrument:

The nine-week reports were computer-generated class rosters for each Title I school which were used by the schools to indicate, a) which students were served instructionally by a Title I teacher or aide b) which were counseled individually and/or in groups, and c) which students were assisted by their counselors consulting with teachers, AISD staff, outside agencies, and their parents.

To whom was the instrument administered?

Information was collected for each student in each Title I school by Title I instructional personnel and counselors.

How many times was the instrument administered?

Once at the end of each nine-week period, or four times in all.

When was the instrument administered?

October, 1978; January, 1979; March, 1979; and May, 1979.

Where was the instrument administered?

Nine-Week Report forms were sent by ORE to the schools where they were completed and returned.

Who administered the instrument?

The reports were completed by Title I staff.

What training did the administrators have?

Instructions for completing the reports were provided.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

Some school personnel may have misunderstood the definitions used in completing the forms. The personnel completing the forms were employed by the program being evaluted.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

1978-79 NINE-WEEK REPORTS

Purpose

Information gathered in the 1978-79 Nine-Week Reports was used in answering the following Information Need in preparation for implementation of a Title I evaluation model.

> Information Need I10: What are the results when a quasi-Model C evaluation model is implemented using 1978-79 evaluation results?
>
> Information Need I11: What are the implications of identifying invalid scores and doing retesting on the use of Model C? Especially consider the requirement that results be reported on 70% of participants.

Procedure

The 1978-79 Nine-Week Reports were used in completing the Title I master file for that year. The procedures used in completing the reports are described in the 1978-79 Technical Report, publication number 78.61.

Results

The Model C analyses required by information needs I10 and I11 were done using the California Achievement Tests. The results are reported in Appendix E of this report.

ESEA Title I

Appendix M

1979-80 NINE-WEEK REPORTS

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Instrument Description: 1979-80 Nine-Week Report

Brief description of the instrument:

The nine-week reports were computer-generated class rosters for each Title I school which were used by the schools to indicate a) which students were served instructionally by a Title I teacher or aide and b) where that instruction took place.

To whom was the instrument administered?

Information was collected for each student in each Title I school by Title I instructional personnel and counselors.

How many times was the instrument administered?

Once at the end of each of the first three nine-week periods.

When was the instrument administered?

October, 1979; January, 1980; and March, 1980.

Where was the instrument administered?

Nine-week report forms were sent by ORE to the schools where they were completed and returned.

Who administered the instrument?

The reports were completed by Title I staff.

What training did the administrators have?

Instructions for completing the reports were provided.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

Some school personnel may have misunderstood the definitions used in completing the forms. The personnel completing the forms were employed by the program being evaluated.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

1979-80 NINE-WEEK REPORTS

Purpose

Information obtained from the 1979-80 Nine-Week Reports was used to answer the following decision and evaluation questions from the 1979-80 Title I Evaluation Design.

Decision Question D1: Is more effective concentration on students with the greatest needs necessary?

Evaluation Question D1-1: What are the "effective Title I eligibility" criteria at each school?

Evaluation Question D1-2: What uniform districtwide criterion would have identified the same number of students at each grade?

Evaluation Question D1-4: How many students scoring below the 40th percentile were not served by Title I, Title I Migrant, Title VII, Local/State Bilingual, or Special Education?

Evaluation Question D1-5: Were late-entering students placed on a waiting list at each school?

Decision Question D3: Should the Title I Reading Component be modified? If so, how?

Evaluation Question D3-2: How many Title I students were served by other programs such as Title I Migrant, Local/State Bilingual, Title VII, and Special Education?

Evaluation Question D3-3: How many students in Title I schools are being served by more than one "pull-out" program?

Evaluation Question D3-4: How many students were served at each grade in the following ways:

a. by a Title I reading teacher only,
b. by a Title I aide only,
c. by both a Title I reading teacher and aide?

Decision Question D5: Should the Title I Extended Day Component be continued, expanded, or revised? If so, how?

Evaluation Question D5-3: How cost effective was the Extended Day Component compared with the regular Title I Program at Sanchez?

Evaluation Question D5-5: Were the students served by the Extended Day Component also served by Title I teachers and/or aides during the regular school day?

In addition, the Nine-Week Reports were used to partially fulfill the requirements for Information Need I6 for the Annual Program Documentation:

Information Need I6: How many students participated in each Title I component by grade, sex, and ethnicity?

Procedure

Nine-Week Reports were completed by Title I teachers and aides at the close of the first three nine week periods during the 1979-80 school year. In completing the reports they were asked to update the rosters to show enrollment changes and to check the names of the students they served (see Attachment M-1 through M-3 for detailed instructions). Attachment M-4 shows that Nine-Week Reports were not collected for the fourth nine weeks. Attachment M-5 shows the layout of the reports.

The initial report was based on the master student file (as of October 22, 1979) and the Boehm and MRT test files. It required a substantial amount of updating on the part of the schools. When the reports were returned to ORE they were processed according to the procedure described in Attachment H-6.

Summaries of the results were sent to each school and to Title I administrative staff. Attachment H-7 provides copies of the memos sent to principals to describe the summaries.

Caution must be used in interpreting the results which follow. The Nine-Week Reports pass through many hands during their processing, and there are many opportunities for errors to be introduced. Totals reported by school might easily vary by five students per school.

Results

The results below are reported by evaluation question:

Evaluation Question D1-1: What are the "effective Title I eligibility criteria" at each school?

Under current Title I regulations, at least as interpreted in Texas, a student must be selected for Title I on the basis of a standardized test score. In Austin a score at or below the 40th percentile is required for Title I eligibility. Furthermore, schools were asked to rank their students according to achievement and to begin selecting students with the lowest scores first.

Each school has a participant number, the number of students who should be served at that campus. Campuses usually had a participant number at each grade which was based on the number of students who could be served given the available resources and the structure of the program on that campus. In a number of cases, the participant number at a grade was such that all students below the 40th percentile could not be served. For example, a school's participant number at grade 3 might be 50. If the teachers began with the lowest scoring students and worked up, they might identify 50 students by the 30th percentile. The 30th percentile would then become the "effective eligibility criterion" at that grade; i.e., it would make no difference that the district had set the 40th percentile as the eligibility criterion, there would not be room to serve those students scoring between the 30th and 40th percentiles. To the extent that such situations arise, they raise questions of equity. Some students cannot receive Title I services even though students of equal need are receiving services at other campuses.

Figure I-1 shows the distribution of effective criteria for each of the first three nine week periods. These results are taken from the Nine-Week Report summaries for the first three nine weeks. The figures show some variation in effective criteria between schools. The implication of this variation is that Title I resources could be more equitably distributed across campuses so that the eligibility criterion is more uniformly applied.

Evaluation Question D1-2: What uniform districtwide criterion would have identified the same number of students at each grade?

This question is directly relevant to the one above. If Title I cannot serve all students below the eligibility criterion, what lower criterion would be more appropriate? This question is complicated by the fact that not all students below the criterion must be served. Students receiving comparable supplementary services from another source may be skipped. Such students must be taken into account in determining a new criterion.

The following steps were used in determining a possible uniform criterion.

1. The total number of students at or below the 40th percentile in Title I schools (A) was determined.

   A = 5009

2. The total number of students at or below the 40th percentile in Title I schools who were not served by any program (B) was determined from the Overlap Study, publication number 79.28.

   B = 461

442

3. The total number of students served by Title I during the first nine weeks (C) was determined from the first Nine-Week Report.

   $C = 3949$

4. The number of students at or below the 40th percentile who were served by a program other than Title I (D) was calculated.

   $D = A - B - C = 599$

5. The percentage of students in Title I schools who score at or below the 40th percentile who could be served by Title I (E) was computed.

   $E = 1 - D/A = 88\%$

6. If 88% of the students at or below the 40th percentile are available for Title I service, then the percentile which identifies approximately C/E or 4488 eligible students would provide a pool sufficient to give the number served during the first nine weeks. An examination of a cumulative frequency distribution across grades showed that the *35th percentile would have been a more appropriate eligibility criterion.*

Evaluation Question D1-4: How many students scoring at or below the 40th percentile were not served by Title I, Title I Migrant, Title VII, Local/State Bilingual, or Special Education?

The information needed to answer this question was taken from the files used to prepare the Overlap Study and the Title I master file. It is accurate as of the end of the first nine weeks. The ESAA Written Composition Program was included in addition to the programs listed above.

The results (Figure M-2) showed that 461 students were not served by some program. That figure represents about 9% of those students scoring at or below the 40th percentile. Inspection of the figure also shows a great range between schools in the number not served by some program.

Evaluation Question D1-5: Were late-entering students placed on a waiting list at each school?

The results in Figure I-3 show that not all campuses had Title I waiting lists. Those with waiting lists may not have defined a waiting list exactly as defined in Attachments M-1 through M-3.

Evaluation Question D3-2: How many Title I students were served by other programs such as Title I Migrant, Local/State Bilingual, Title VII, and Special Education?

The complete results relevant to this question are reported in the 1979-80 Overlap Study: Number of Students Served by Single and Multiple Compensatory Education Programs, publication number 79.28; however, Figure M-4 shows a summary of the overlap between Title I and other programs. Generally, the overlap with other programs has been reduced.

Decision Question D3-3: How many students in Title I schools are being served by more than one "pull-out" program?

Assuming that the Title I Migrant, Local/State Bilingual, and Special Education Programs always represent a pull-out program, then 1,342 or about one third (1342/3949) of the students served by Title I during the first nine weeks were also served by at least one other pull-out program. However, this is an overestimate since none of these programs, including Title I, is always structured as a pull-out program. Nevertheless, it appears that the goal of no more than one pull-out per student was not met.

Evaluation Question D3-4. How many students were served at each grade in the following ways:

a. by a Title I reading teacher only,
b. by a Title I aide only,
c. by both a Title I reading teacher and aide?

Attachment M-8 provides a summary of the number of students served in different instructional arrangements in each school. The first two rows of tables on each page show how many students at each grade were served by different Title I instructional staff (teachers, aides, or both) and where they were served (classroom, reading center, or both) during the year. The bottom row of tables summarizes across grades for each nine weeks. The last page in the attachment provides a projectwide summary. Those tables are reproduced in Figure M-5.

An examination of Attachment M-8 shows a discrepancy at some schools between the participant number (the number of students to be served according to the Title I application) and the number actually served. Figure M-6 shows the percentage of the participant number who were served at each school during the third nine weeks. In some cases it appears that the number of teachers and/or aides at the school was not adequate to well serve the full participant number; i.e., the student to instructor ratio would have been very high (see Figure M-6). At other schools the staff appears to be sufficient to serve all students.

Evaluation Question D5-3. How cost effective was the Extended Day Component compared with the regular Title I Program at Sanchez?

Information relevant to this evaluation question is reported in Appendix O, "Extended Day Attendance Form" of this report.

Evaluation Question D5-5. Were the students served by the Extended Day Component also served by Title I teachers and/or aides during the regular school day?

Information about this decision question is also reported in Appendix O.

Information Need I6: How many students participated in each Title I component by grade, sex, and ethnicity?

The nine-week report form was used to determine how many students were served in the Title I Reading Improvement Program. Figure M-7 displays the results.

Summary

The Nine-Week Report information raises questions about the level of service provided to low-achieving students across campuses.

1. The effective eligibility criterion was not the same at all campuses. As a result, students at some campuses were not served by Title I, even though their measured needs were as great as students receiving services at another school.
2. Some schools served many fewer students than their participant number (the number to be served according to the application).

79.23

FIRST NINE WEEKS

Grade	Percentile Ranges 6-10	11-15	16-20	21-25	26-30	31-35	36-40
K*	1			1	1	9	9
1			1	1	2	5	15
2					1		23
3				1		1	22
4					2	3	19
5					4	4	16

SECOND NINE WEEKS

Grade	Percentile Ranges 6-10	11-15	16-20	21-25	26-30	31-35	36-40
K*	2		1		1	9	8
1			1		3	5	15
2					1	2	21
3				1		2	21
4				1		3	20
5					4	4	16

THIRD NINE WEEKS

Grade	Percentile Ranges 6-10	11-15	16-20	21-25	26-30	31-35	36-40
K*	2		1	1	2	8	8
1			1		2	6	15
2					1	1	22
3						1	23
4					1	2	21
5					4	4	16

* Not all schools served kindergarten students.

Figure M-1. RANGE OF EFFECTIVE ELIGIBILITY CRITERIA BY GRADE AND NINE-WEEK PERIOD. THE EFFECTIVE ELIGIBILITY CRITERION IS THE SCORE MADE BY THE HIGHEST SCORING TITLE I STUDENT AT A GRADE.

School	Number not Served
Allison	0
Becker	2
Blackshear	6
Brentwood	21
Brooke	0
Brown	28
Campbell	32
Dawson	14
Govalle	38
Maplewood	22
Mathews	4
Metz	6
Norman	15
Oak Springs	60
Ortega	3
Pecan Springs	99
Pleasant Hill	48
Reilly	14
Ridgetop	3
Rosedale	11
Rosewood	1
St. Elmo	12
Sanchez	0
Sims	22
Zavala	0
TOTAL	461

Figure M-2. NUMBER OF STUDENTS AT OR BELOW THE 40TH PERCENTILE IN TITLE I SCHOOLS WHO WERE NOT SERVED BY A COMPENSATORY PROGRAM.

School	Number on Waiting List
Allison	0
Becker	0
Blackshear	0
Brentwood	9
Brooke	0
Brown	3
Campbell	37
Dawson	5
Govalle	26
Maplewood	2
Mathews	3
Metz	0
Norman	7
Oak Springs	0
Ortega	1
Pecan Springs	111
Pleasant Hill	16
Reilly	0
Ridgetop	0
Rosedale	3
Rosewood	1
St. Elmo	0
Sanchez	10
Sims	25
Zavala	15
TOTAL	274

Figure M-3. THE TOTAL NUMBER OF STUDENTS ON A TITLE I WAITING LIST BY CAMPUS.

Number of Title I Students Who are Also...	Year	
	79-80	78-79
Title VII	1,289	1,543
Local/State Bilingual	1,216	1,446
ESAA Writing Project	262	344
Special Education	80	124
Title I Migrant	46	40

Figure M-4. NUMBER OF TITLE I STUDENTS SERVED BY OTHER COMPENSATORY PROGRAMS (END OF FIRST NINE WEEKS).

FIRST NINE WEEKS

	Lab*	Class*	Both	Total
Teacher Only	1019	938	13	1970
Aide Only	137	560	9	706
Teacher and Aide	610	354	309**	1273
Total	1766	1852	331	3949

SECOND NINE WEEKS

	Lab*	Class*	Both	Total
Teacher Only	1111	837	94	2042
Aide Only	165	516	10	691
Teacher and Aide	820	142	212**	1174
Total	2096	1495	316	3907

THIRD NINE WEEKS

	Lab*	Class*	Both	Total
Teacher Only	1120	797	100	2017
Aide Only	174	505	0	679
Teacher and Aide	773	171	176**	1120
Total	2067	1473	276	3816

* Lab only; classroom only.

** Includes services such as being served by a teacher in lab and an aide in class or being served by a teacher in the classroom and an aide in the lab.

Figure M-5. NUMBER OF STUDENTS SERVED BY DIFFERENT INSTRUCTIONAL ARANGEMENTS BY NINE WEEKS.

School	Participant* Number	Number Served Third Nine Weeks	Percentage of Participant Number Served**	Instructional** Personnel Teachers	Aides	Participant Number/ Instructor Ratio	Observed Student/ Instructor Ratio
Allison	298	259	87	6	4	29.8	25.9
Becker	325	299	92	4	6.5	31.0	28.5
Blackshear	236	224	95	5	0	47.2	44.8
Brentwood	70	68	97	0	2	35.0	34.0
Brooke	265	188	71	4	4	33.1	23.5
Brown	120	123	103	3	0	40.0	41.0
Campbell	240	221	92	4	3	34.3	31.6
Dawson	200	202	101	4	2	33.3	33.7
Govalle	305	299	98	6	3	33.9	33.2
Maplewood	160	127	79	2.5	3	29.1	23.1
Mathews	65	66	102	1	1.5	26.0	26.4
Metz	270	270	100	6	1	38.6	38.6
Norman	96	102	106	2	0	48.0	51.0
Oak Springs	148	79	53	2	1.5	42.3	22.6
Ortega	150	96	64	3	0	50.0	32.0
Pecan Springs	125	120	96	2	2	31.3	30.0
Pleasant Hill	130	146	112	2	2	32.5	36.5
Reilly	53	52	98	1	0	53.0	52.0
Ridgetop	67	56	84	1.5	0	44.7	37.3
Rosedale	60	58	97	1	1	30.0	29.0
Rosewood	48	44	92	1	.5	32.0	29.3
St. Elmo	215	185	86	3	3	35.8	30.8
Sanchez	260	235	90	6	2	32.5	29.4
Sims	235	132	56	3	4	33.6	18.9
Zavala	220	165	75	3	6	24.4	18.3
Totals	4355	3816				34.0	29.8

* Taken from page 8-1 of Title I amendment.

** Percentages over 100% do not necessarily indicate participant number was exceeded at any given time.

** Taken from page 8-1 of Title I amendment. Includes teachers and instructional aides.

Figure M-6. ANTICIPATED AND OBSERVED STUDENT/INSTRUCTOR RATIOS AND PERCENT LOW INCOME.

Grade	Boys					Girls					
	American Indian	Black	Asian	Mexican American	Other	American Indian	Black	Asian	Mexican American	Other	Total
K	0	141	5	227	68	1	127	6	190	56	821
1	3	185	8	301	92	0	186	1	217	66	1059
2	1	101	0	176	62	0	69	0	161	33	603
3	1	99	4	218	53	0	103	5	171	31	685
4	0	105	3	156	44	0	98	1	173	31	611
5	0	118	3	153	45	0	96	3	146	39	603
Total	5	749	23	1231	364	1	679	16	1058	256	4382

Figure M-7. BREAKDOWN OF TITLE I READING PROGRAM PARTICIPANTS BY GRADE, SEX, AND ETHNICITY. Does not include 43 students who could not be matched with the AISD master student file.

Attachment M-1
(Page 1 of 6)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 10, 1979

TO: Title I Principals

FROM: David Doss DD

SUBJECT: First Nine-Week Report

Enclosed is your school's first Title I Nine-Week Report for 1979-1980. Please designate a contact person who will be responsible for seeing that the report is updated, circulated to the Title I teachers and aides, and returned to ORE by November 9th. Please write that person's name at the top of the first page of the report.

Updating the form accurately is very important. It is also important that the associated disruption in the school is minimized. Please provide the contact person with whatever office records might be needed.

In talking with various people, I have gotten the impression that much work at the campus level has gone into identifying students in accordance with the new Title I legislation. As you know, the area directors will be monitoring the success of the identification process again this year. I want to take this opportunity to describe briefly how the information from this report will be provided to the area directors so that it is useful and meaningful.

Before summaries about the concentration of services on those with the greatest needs are produced, the information from this report will be merged with the rosters of other compensatory and special programs such as Title I Migrant, Title VII, and Special Education. We will then know which programs are serving students who were eligible but not selected for Title I services. You and your area director will be provided with a list of those skipped students and the programs serving them for use in resolving any problems which might be evident. We feel that this additional information will make the monitoring process much more productive than it was last year.

If you have any questions about the reports or would like to make suggestions about how we can improve the way we gather this information, please call (458-1228).

Approved: Jonathan Curtis
Senior Evaluator for Compensatory Education Programs

Approved: Freda M Holley
Director of Office of Research and Evaluation

Approved:
Director of Elementary Education

DD:lfs

cc: Title I Teachers and Aides Area Directors Lee Laws Oscar Cantu
Title I Reading Coordinators

INSTRUCTIONS FOR COMPLETING THE FIRST NINE-WEEK REPORT

Over the past few years, the ways in which Title I Evaluation has requested information about which students attend Title I schools and which ones have been served by Title I has changed annually. This year is no exception. As you are aware, changes in Title I legislation have affected the way Title I students have been selected. This means that more information about test scores is needed by ORE so we can monitor that student selection process. In addition, information not previously requested, such as a student's placement on a waiting list, is important so that the summary results are not misleading. The removal of the counseling component from Title I, on the other hand, means the report can be simplified somewhat.

The instructions below are more detailed than the ones previously sent with the report. Please read them carefully. They are written in detail in an attempt to anticipate problems before they arise. It is important that the instructions be followed so that the results are accurate and comparable across campuses.

A. Update the Report

It is primarily the contact person's responsibility to see that the report accurately reflects which students are and have been in attendance in your school this year. However, it would be wise for the other Title I teachers and aides to use their special knowledge of the classes with which they work to double check the accuracy of the updating.

Updating the report means making sure all students are listed who should be listed. The application of the three rules below should make the updating complete and accurate.

Rule 1. Students who have not enrolled in your school this year should not be on the list. Draw lines through their names.

Rule 2. Students who have enrolled in your school, regardless of the length of their stay, should be listed. Add the names of any students not listed. (Space has been left between grades for adding names. If all do not fit between grades, go to the end of the list).

Rule 3. Students who have enrolled in your school and who have left should be listed on the report (Rule 2), and checks should be made by their names in the "Withdrawn" column on the right side of the report. Do not draw lines through their names.

Exactly how the information needed to update the report is obtained is a campus-level decision. However, the principals have been encouraged to make information in the school office available to the contact person so that the involvement of each classroom teacher is not required.

B. Recording the Necessary Information

Because class rosters were not requested by ORE this year as they have been in the past, the completion of this initial nine-week report for 1979-80 will require that more information be provided than will be needed on subsequent reports. The strategy to use in completing the form is essentially to "fill in the blanks." The information requested to complete each column is described below.

1. Teacher: The last name of the student's classroom teacher as of the end of the nine-weeks. Please include initials for teachers with the same last name.
2. Student's Name: The student's name--last name first.
3. ID#: The student's AISD identification number.
4. Grade: The student's current grade assignment.
5. Test and Score: These refer to the test and score used to determine Title I eligibility. These two columns show the information we currently have for each child. Please list the test results for those students who entered your school without a score from last spring. If the student did not bring a score from outside the District, the test used to determine eligibility should be one from the list below as indicated in my memo to you dated August 22, 1979.

Grade	Test
K	Boehm Test of Basic Concepts Total Score--Middle SES Norms-- or PAL English score below 85.
1	Metropolitan Readiness Test Pre-Reading Composite Score.
2-5	California Achievement Test Reading Total Score.

Write in the test name (and level if appropriate) under "Test" and the percentile score under "Score." If your school has Special Education students who do not have "Exempt" recorded in the test column, write "Special Education" there in place of a test score.

If you have retested a student because his/her spring test score was thought to be invalid, do not record those results on this report. That information is being obtained from the yellow sheets being sent to ORE. The retest results received by 10-19-79 have been added to this report. They are marked with an asterisk. Any additional retest results will be added to subsequent reports. The only test results needed here are those for students entering school without a score from the previous AISD spring testing.

6. Title I Instruction By...: Place a check in the appropriate column(s) to show which Title I personnel served each student and where he/she was served. Multiple checks should be made if the student was served by more than one person and/or in more than one place. All students served during the past nine-weeks should be checked regardless of the length of service.

Since this is the most important section of the report, a few examples will be given. The services for the students described below are coded on the example form below.

Student 1: She is seen by both a Title I teacher and aide in the reading lab.

Student 2: He is seen by a Title I aide in the classroom only.

Student 3: He is seen by a Title I reading teacher and the Title I aide in the classroom.

Student 4: She sees a Title I Reading teacher and aide in the lab each morning. In addition, she is seen by the Title I aide in the classroom for a "double dose."

	Title I Instruction By...			
	Reading Teacher		Aide	
	Lab**	Class	Lab	Class
Student 1	✓	—	✓	—
Student 2	—	—	—	✓
Student 3	—	✓	—	✓
Student 4	✓	—	✓	✓
Student 5	W	—	—	—

Note that Student 5 has a "W" in the first column. This student entered the school after all Title I slots had been filled and was placed on a waiting list because he had a test score below some students who were being served. The "W" stands for waiting list. Place a "W" in the first column for all students you have in a similar situation. The "W" should only be placed by the names of students entering your school late who scored below the highest scoring student you are serving. Students scoring below the 40th percentile but above the highest scoring Title I student should not be marked with a "W" even though they may be on a waiting list.

If you have any questions at all about this section, please call David Doss (458-1228).

7. Withdrawn: If the student enrolled in your school this year but withdrew before the end of the nine-week period, place a check in this column. Do not check this column if the student never enrolled.

C. Return to ORE

When the report has been updated and completed, separate the original and carbon copies. The carbon copy is for your records. Send the original to the following address through the interschool mail:

Kim Walker-Wheatley
Administration Building, Box 79

D. Why?

We are often asked to do things without being told why. Such a situation is usually frustrating at best. This section of the instructions is included in an attempt to alleviate some of those frustrations. The following is not essential to the completion of the report, so you need not read it if you are not interested. However, if you are interested in how the information we request is used, read on.

The section on Nine-Week Reports in the Title I Reading Guide explains that these reports are the most important information source used in evaluating the Title I Program. Any statement produced by Title I evaluation concerning the needs of Title I students or the effectiveness of the program is based on the information provided in these reports. The conclusions reached are invalid to the extent that these reports are inaccurate. Since decisions are made based in part on evaluation results, it is clear that these reports are important and deserve close attention. The following section describes some of the uses of the information provided in each column of the report.

1. Teacher: Knowledge of the student's classroom teacher will help us orgainze subsequent reports by classroom so they will be easier to complete. In addition, teacher information allows us to know which students are being served by the Title VII Program on Title VII campuses. It allows us to examine the overlap of supplementary programs without gathering lists of Title VII students from the schools.

2. Student Name and ID#: Student's names are often not unique. In addition, student's names may change or differ between information sources. The ID number gives us an invariant identifier for each student that is necessary for combining information from several sources. For example, without ID numbers we would have to rely on the schools for student test information rather than other files in ORE.

3. Test Results: Test scores are needed to allow us to do several things:

    a. First, the District is able to monitor the selection of Title I students to see if we are in compliance with the new Title I law and TEA guidelines. If there are problems with student selection, it is important to discover and correct them internally. TEA will make a monitoring visit to AISD again this year. If the monitors discover irregularities in student selection, there is the possibility that Title I funds could be withheld from the District. In order to show that the correct students are being served, we must be able to show that the students who are not being served should not be. That is why it is important to have test scores for all students.

    b. Analysis of test results are important in providing needs assessment information used in planning the Title I Program. The data are useful in determining instructional priorities for the program, in identifying skill areas needing the most attention, and in determing the "magic number" for each school.

    c. Test information is important in determining the effectiveness of the Title I Program on both an annual and a longitudinal basis.

4. Title I Instruction By Reading Teachers and Aides: The information in these columns is extremely important. It determines who is included when we report information about how many students are being served, what their needs are, and how well they are progressing.

5. Withdrawn: This information is important in interpreting the number of students served at a campus when the number appears to exceed the magic number. If a school, in serving its magic number, had five students leave who were replaced by new students, the total number served for that nine-weeks would exceed the magic number. Knowing that five students who had been served had withdrawn would indicate that the number served at any one time probably did not exceed the limit.

This explains some of the ways information provided on the nine-week reports is used. If you have any questions or would like to make suggestions about how the collection of this information can be improved, please feel free to call David Doss at 458-1228.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

January 16, 1980

TO: Principals at Title I Schools

FROM: David Doss DD

SUBJECT: Second Nine-Week Report

Enclosed is your school's second Title I Nine-Week Report for this year. Please have your Title I staff complete this report showing which students they served during the second nine weeks (October 26, 1979 through January 18, 1980). Please return the completed report to ORE by February 1st.

Enclosed is a set of instructions to use in completing the form. It is important that they be followed since it is difficult to follow up incorrectly completed forms.

When reporting test scores for students who entered during the nine weeks, or who did not previously have scores, report all scores in percentiles (except PAL English scores).

If you have any questions, please call me at 458-1228.

Approved: Jonathan Curtis
Senior Evaluator for Compensatory Education Programs

Approved: Freda M Holley
Director of Office of Research and Evaluation

Approved: M. S. Binder
Director of Elementary Education

DD:lfs

Enclosure

cc: Title I Teachers and Aides
Title I Campus Testing Coordinators
Lee Laws
Oscar Cantu
Title I Reading Coordinators

INSTRUCTIONS FOR COMPLETING THE SECOND NINE-WEEK REPORT

The instructions below are a modification of those sent with the first report. Please read them carefully. It is important that the instructions be followed so that the results are accurate and comparable across campuses.

A. Update the Report

It is primarily the contact person's responsibility to see that the report accurately reflects which students are and have been in attendance in your school this year. However, it would be wise for the ~~other~~ Title I teachers and aides to use their special knowledge of the classes with which they work to double check the accuracy of the updating.

Updating the report means making sure all students are listed who should be listed. The application of the three rules below should make the updating complete and accurate.

Rule 1. Students who have not enrolled in your school this year should not be on the list. Draw lines through their names. (This should have been done on the first nine-week report).

Rule 2. Students who have enrolled in your school, regardless of the length of their stay, should be listed. Add the names of any students not listed. Space has been left between grades for adding names. If all do not fit between grades, go to the end of the list. (If the form was completed correctly the second time, only students entering since January 18th will need to be added).

Rule 3. Students who have enrolled in your school and who have left should be listed on the report (Rule 2), and checks should be made by their names in the "Withdrawn" column on the right side of the report. Do not draw lines through their names.

Exactly how the information needed to update the report is obtain is a campus-level decision. However, the principals have been encouraged to make information in the school office available to the contact person so that the involvement of each classroom teacher is not required.

B. Recording the Necessary Information

It is important to have the information described below on each student in your school. Please provide any missing information and correct any information that is incorrect.

1. Teacher: This report is organized by teacher. If a student has changed teachers, draw a line through the teacher's name and write in the correct teacher name.

2. Student's Name: The student's name--last name first.

3. ID#: The student's AISD identification number.

4. Grade: The student's current grade assignment.

5. Test and Score: These refer to the test and score used to determine Title I eligibility. These two columns show the information we currently have for each child. Please list the test results for those students who entered your school without a score from last spring. If the student did not bring a score from outside the District, the test used to determine eligibility should be one from the list below as indicated in my memo to you dated August 22, 1979.

Grade	Test
K	Boehm Test of Basic Concepts Total Score--Middle SES Norms-- or acceptable PAL raw English score.
1	Metropolitan Readiness Test Pre-Reading Composite Score.
2-5	California Achievement Test Reading Total Score.

Write in the test name (and level if appropriate) under "Test" and the percentile score under "Score." If your school has Special Education students who do not have "Exempt" recorded in the test column, write "Special Education" there in place of a test score. It is important that the test scores be reported in percentiles (except for PAL English scores).

If you have retested a student because his/her spring test score was thought to be invalid, do not record those results on this report. That information is being obtained from the yellow sheets being sent to ORE. The retest results received by 3-10-80 have been added to this report. They are marked with an asterisk. Any additional retest results will be added to subsequent reports. The only test results needed here are those for students entering school without a score from the previous AISD spring testing.

6. Title I Instruction By...: Place a check in the appropriate column(s) to show which Title I personnel served each student and where he/she was served. Multiple checks should be made if the student was served by more than one person and/or in more than one place. All students served during the third nine-weeks should be checked regardless of the length of service.

Since this is the most important section of the report, a few examples will be given. The services for the students described below are coded on the example form below.

Student 1: She is seen by both a Title I teacher and aide in the reading lab.

Student 2: He is seen by a Title I aide in the classroom only.

Student 3: He is seen by a Title I reading teacher and the Title I aide in the classroom.

Student 4: She sees a Title I Reading teacher and aide in the lab each morning. In addition, she is seen by the Title I aide in the classroom for a "double dose."

	Title I Instruction By...			
	Reading Teacher		Aide	
	Lab	Class	Lab	Class
Student 1	✓	—	✓	—
Student 2	—	—	—	✓
Student 3	—	✓	—	✓
Student 4	✓	—	✓	✓
Student 5	W	—	—	—

Note that Student 5 has a "W" in the first column. This student entered the school after all Title I slots had been filled and was placed on a waiting list because he had a test score below some students who were being served. The "W" stands for waiting list. Place a "W" in the first column for all students you have in a similar situation. The "W" should only be placed by the names of students entering your school late who scored below the highest scoring student you are serving. Students scoring below the 40th percentile but above the highest scoring Title I student should not be marked with a "W" even though they may be on a waiting list.

If you have any questions at all about this section, please call David Doss (458-1228).

7. Withdrawn: If the student enrolled in your school this year but withdrew during the nine-week period, place a check in this column. Do not check this column if the student never enrolled.

Return to ORE

When the report has been updated and completed, separate the original and carbon copies. The carbon copy is for your records. Send the original to the following addressed through the interschool mail:

Kim Walker-Wheatley
Administration Building, Box 79

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 21, 1980

TO: Principals at Title I Schools

FROM: David Doss DD

SUBJECT: Third Nine-Week Report

Enclosed is your school's third Title I Nine-Week Report for this year. Please have your Title I staff complete this report showing which students they served during the third nine weeks (January 21, 1980 through March 21, 1980). Please return the completed report to ORE by April 16th.

Many schools were waiting for the February Boehm testing to get scores for late-arriving kindergarten students. We have added the February Boehm scores for those kindergarten students previously without scores. If you want to use scores from the February administration as retest scores for some of your students, complete a yellow retest form and note that the retest was the Boehm given as part of the February testing. Send the form to ORE.

Enclosed is a set of instructions to use in completing the form. It is important that they be followed since it is difficult to follow up incorrectly completed forms.

When reporting test scores for students who entered during the nine weeks, or who did not previously have scores, report all scores in percentiles (except PAL English scores).

If you have any questions, please call me at 458-1228.

Approved: Jonathan Curtis
Senior Evaluator for Compensatory Education Programs

Approved: Freda M Holley
Director of Office of Research and Evaluation

Approved:
Director of Elementary Education

DD:lfs

Enclosures

cc: Title I Teachers and Aides
Lee Laws
Oscar Cantu
Title I Campus Testing Coordinators
Title I Reading Coordinators

INSTRUCTIONS FOR COMPLETING THE THIRD NINE-WEEK REPORT

The instructions below are a modification of those sent with the first report. Please read them carefully. It is important that the instructions be followed so that the results are accurate and comparable across campuses.

A. Update the Report

It is primarily the contact person's responsibility to see that the report accurately reflects which students are and have been in attendance in your school this year. However, it would be wise for the other Title I teachers and aides to use their special knowledge of the classes with which they work to double check the accuracy of the updating.

Updating the report means making sure all students are listed who should be listed. The application of the three rules below should make the updating complete and accurate.

Rule 1. Students who have not enrolled in your school this year should not be on the list. Draw lines through their names. (This should have been done on the first nine-week report).

Rule 2. Students who have enrolled in your school, regardless of the length of their stay, should be listed. Add the names of any students not listed. Space has been left between grades for adding names. If all do not fit between grades, go to the end of the list. (If the form was completed correctly the second time, only students entering since January 18th will need to be added).

Rule 3. Students who have enrolled in your school and who have left should be listed on the report (Rule 2), and checks should be made by their names in the "Withdrawn" column on the right side of the report. Do not draw lines through their names.

Exactly how the information needed to update the report is obtain is a campus-level decision. However, the principals have been encouraged to make information in the school office available to the contact person so that the involvement of each classroom teacher is not required.

B. Recording the Necessary Information

It is important to have the information described below on each student in your school. Please provide any missing information and correct any information that is incorrect.

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1. Teacher: This report is organized by teacher. If a student has changed teachers, draw a line through the teacher's name and write in the correct teacher name.

2. Student's Name: The student's name--last name first.

3. ID#: The student's AISD identification number.

4. Grade: The student's current grade assignment.

5. Test and Score: These refer to the test and score used to determine Title I eligibility. These two columns show the information we currently have for each child. Please list the test results for those students who entered your school without a score from last spring. If the student did not bring a score from outside the District, the test used to determine eligibility should be one from the list below as indicated in my memo to you dated August 22, 1979.

Grade	Test
K	Boehm Test of Basic Concepts Total Score--Middle SES Norms-- or acceptable PAL raw English score.
1	Metropolitan Readiness Test Pre-Reading Composite Score.
2-5	California Achievement Test Reading Total Score.

Write in the test name (and level if appropriate) under "Test" and the percentile score under "Score." If your school has Special Education students who do not have "Exempt" recorded in the test column, write "Special Education" there in place of a test score. It is important that the test scores be reported in percentiles (except for PAL English scores).

If you have retested a student because his/her spring test score was thought to be invalid, do not record those results on this report. That information is being obtained from the yellow sheets being sent to ORE. The retest results received by 3-10-80 have been added to this report. They are marked with an asterisk. Any additional retest results will be added to subsequent reports. The only test results needed here are those for students entering school without a score from the previous AISD spring testing.

6. Title I Instruction By...: Place a check in the appropriate column(s) to show which Title I personnel served each student and where he/she was served. Multiple checks should be made if the student was served by more than one person and/or in more than one place. All students served during the third nine-weeks should be checked regardless of the length of service.

Since this is the most important section of the report, a few examples will be given. The services for the students described below are coded on the example form below.

Student 1: She is seen by both a Title I teacher and aide in the reading lab.

Student 2: He is seen by a Title I aide in the classroom only.

Student 3: He is seen by a Title I reading teacher and the Title I aide in the classroom.

Student 4: She sees a Title I Reading teacher and aide in the lab each morning. In addition, she is seen by the Title I aide in the classroom for a "double dose."

	Title I Instruction By...			
	Reading Teacher		Aide	
	Lab	Class	Lab	Class
Student 1	✓	—	✓	—
Student 2	—	—	—	✓
Student 3	—	✓	—	✓
Student 4	✓	—	✓	✓
Student 5	W	—	—	—

Note that Student 5 has a "W" in the first column. This student entered the school after all Title I slots had been filled and was placed on a waiting list because he had a test score below some students who were being served. The "W" stands for waiting list. Place a "W" in the first column for all students you have in a similar situation. The "W" should only be placed by the names of students entering your school late who scored below the highest scoring student you are serving. Students scoring below the 40th percentile but above the highest scoring Title I student should not be marked with a "W" even though they may be on a waiting list.

If you have any questions at all about this section, please call David Doss (458-1228).

7. Withdrawn: If the student enrolled in your school this year but withdrew during the nine-week period, place a check in this column. Do not check this column if the student never enrolled.

Return to ORE

When the report has been updated and completed, separate the original and carbon copies. The carbon copy is for your records. Send the original to the following addressed through the interschool mail:

Kim Walker-Wheatley
Administration Building, Box 79

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

May 1, 1980

TO: Title I Teachers and Aides

FROM: David Doss DD

SUBJECT: Fourth Nine-Week Reports

In the past our office has asked that nine-week reports be completed for the fourth nine weeks. However, due to the increased demands on your time resulting from the desegregation order, we will not be gathering that information this year.

Approved: Jonathan Curtis
Senior Evaluator for Compensatory Education Programs

Approved: Freda M. Holley
Director of Office of Research and Evaluation

Approved:
Director of Elementary Education

DD:lfs

cc: Lee Laws
Oscar Cantu
Title I Reading Coordinators
Principals of Title I Schools

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Attachment M-5
(Page 1 of 2)

SAMPLE LAYOUT OF TITLE I NINE-WEEK REPORT

page M32 Blank

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

FORM1013

79.23

TITLE I INSTRUCTIONAL NINE-WEEK REPORT 1979-1980

SCHOOL: ALLISON

THIRD NINE-WEEK PERIOD

CONTACT PERSON: CONTACT ONE

JANUARY 21, 1980 - MARCH 21, 1980

						TITLE I INSTRUCTION BY ...				
						READING TEACHER		AIDE		
TEACHER	STUDENT NAME	ID#	GRADE	TEST	SCORE+	LAB**	CLASS	LAB	CLASS	WITHDRAWN
TEACHER	STUDENT	1234567	K	BOEHM	60 %ILE	_____	_____	_____	_____	_______
TEACHER	STUDENT	1234567	K	__________	__ %ILE	_____	_____	_____	_____	_______
TEACHER	STUDENT	1234567	K	BOEHM	20 %ILE	_____	_____	_____	_____	_______
TEACHER	STUDENT	1234567	K	BOEHM	30 %ILE	_____	_____	_____	_____	_______
TEACHER	STUDENT	1234567	K	BOEHM	20 %ILE	_____	_____	_____	_____	_______
TEACHER	STUDENT	1234567	K	BOEHM	25 %ILE	_____	_____	_____	_____	_______
TEACHER	STUDENT	1234567	K	BOEHM	5 %ILE	_____	_____	_____	_____	_______
TEACHER	STUDENT	1234567	K	BOEHM	50 %ILE	_____	_____	_____	_____	_______
TEACHER	STUDENT	1234567	K	BOEHM	50 %ILE	_____	_____	_____	_____	_______
TEACHER	STUDENT	1234567	K	BOEHM	60 %ILE	_____	_____	_____	_____	_______
TEACHER	STUDENT	1234567	K	BOEHM	40 %ILE	_____	_____	_____	_____	_______
TEACHER	STUDENT	1234567	K	BOEHM	45 %ILE	_____	_____	_____	_____	_______
TEACHER	STUDENT	1234567	K	BOEHM	60 %ILE	_____	_____	_____	_____	_______
TEACHER	STUDENT	1234567	K	__________	__ %ILE	_____	_____	_____	_____	_______
TEACHER	STUDENT	1234567	K	BOEHM	10 %ILE	_____	_____	_____	_____	_______
TEACHER	STUDENT	1234567	K	BOEHM	10 %ILE	_____	_____	_____	_____	_______
TEACHER	STUDENT	1234567	K	BOEHM	50 %ILE	_____	_____	_____	_____	_______
TEACHER	STUDENT	1234567	K	BOEHM	40 %ILE	_____	_____	_____	_____	_______
TEACHER	STUDENT	1234567	K	BOEHM	10 %ILE	_____	_____	_____	_____	_______
TEACHER	STUDENT	1234567	K	BOEHM	20 %ILE	_____	_____	_____	_____	_______

+ BOEHM & PAL - TOTAL
MRT - PRE-READING COMPOSITE

* RETEST SCORE

** PLACE A "W" IN THIS COLUMN IF THE
STUDENT ENTERED SCHOOL LATE AND IS

M-34

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Attachment M-5
(Pagd 2 of 2)

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PROCEDURES USED IN PROCESSING FIRST NINE WEEK REPORT

I. Prior to Processing

A. Kim

1. Creates file layout for two files.

    a. Basic File: Contains fields for the following--school, teacher code, ID, grade, 4 fields for Title I service, withdrawn.

    b. Change File: Contains fields for school, teacher, name, original ID#, new ID#, grade, test, level, 4 fields for Title I service, and withdrawn.

2. Creates folders for each school. Makes a list of schools with two columns - Report In - Report Processed.

3. Files reports as they come in and checks off schools on list in "Report In" column.

B. Carol

1. Prepares a list of students with temporary ID#'s showing name, school, grade, and temporary number. Sorted alphabetically within grade by school.

II. Processing By School

A. Part I

1. Draw a line in red felt-tip marker through info on all students who never enrolled.

2. Create a list of teacher codes for the school. Teacher codes should take the following form:

$$\underbrace{XX}_{\text{Teacher Code}}\underbrace{YYY}_{\text{School Code}}$$

Caution should be taken to make sure that each teacher has only one code. This is especially important at Brown where teachers have students from multiple grades.

3. Record correct teacher code at left of "Teacher" column.

4. Inspect "Reading Teacher-Lab" column. Mark through any "W" codes and replace with a "2."

B. Part II: Inspection of each line and coding of changes and additions.

1. Inspect each line looking for changes in the following areas: name, ID#, test, test level, %ile score. Code changes in proper field on file. Always code school, grade, and ID# (original, if changed) on all cards.

2. Code all information available for students added to the file.

3. Draw a line with a red felt-tip marker through the students added, students without Title I service, students with changes.

4. When completed, check the "Report Processed" space on the schooo list.

C. Part III: Keypunching

1. When all schools have been processed. The forms are sent for keypunching.

2. Keypunchers punch info as indicated on Basic File layout sheet for all students not marked out on file.

PROCEDURE FOR PROCESSING SECOND AND THIRD NINE-WEEK REPORTS

I. Prior to Processing

A. Kim

1. Creates file layout for two files.
2. Prepares a report progress form.
3. Files Reports as they come in and checks off schools on list in "Report In" column.

B. Carol

1. Prints out list of teacher codes.

II. Processing by School

A. Part I

1. Inspect each line of report and code all information for students with changes. *
2. Code all available information for students added to the file.
3. Draw a line with a red felt-tip marker through students:
    a. who have been added to the file;
    b. who were not served by Title I;
    c. who had changes in information
4. When completed, check the "Report Processed" space on the school list.

B. Part II

1. When all schools have been processed, the forms are sent for keypunching.
2. Keypunchers punch information as indicated on the Basic File layout for all students not marked out on file.

* Don't duplicate temporary numbers. Don't code if you only need to add a temporary number for a student that is already on the file.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

February 19, 1980

Report of Findings

TO: Principals of Title I Schools

FROM: David Doss D.D.

SUBJECT: First Nine-Week Report Summary

The results of the first nine-week report are finally ready for dissemination. First a brief description of each report, then a few summary statements. There are four summary/reports.

1. Title I Nine-Week Report Summary - Instructional Arrangement: This report shows how many students were served by Title I at each grade in your school during the first nine weeks. It also shows the instructional arrangement; i.e., who served the students and where.

2. Concentration of Services Report: This report shows how well your school ranked your students and provided services to those with the greatest needs. At each grade the "effective" eligibility criterion was established. This was the score made by the highest scoring Title I student, or the 40th percentile. Take, for example, a school that ranked its third graders by their achievement scores and began identifying their Title I students from the lowest scoring to the highest scoring. If they reached the 30th percentile before identifying all of the students they could serve at that grade, then the effective criterion for the third grade at that school would be the 30th percentile. The important information in this report is the number of students below the eligibility criterion who were not served (students who were skipped) and the number above the 40th percentile who were served. Large numbers of skipped students could represent a legal/fiscal problem. Providing services to students above the 40th percentile does represent a legal/fiscal problem.

[illegible] Programs Serving Skipped Students: This supplement to the previous report gives the names of the students scoring below the effective criterion who were not served by Title I. It also shows the programs which served them. Students scoring below the criterion who entered the school after the magic number had been reached are also listed on this report. The number of students listed here may not match the number reported as unserved on the Concentration Report becuase the students who withdrew from each school before the end of the first nine weeks were excluded from the list. This list is useful in determining whether or not the skipped students represent potential legal/fiscal problems.

4. Students Without Test Scores: The new Title I legislation requires that the schools have a test score on each student regardless of whether or not they might be eligible for Title I. The students listed on this report did not have a test score at the end of the first nine weeks.

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It must be noted that these results apply to the first nine weeks only. The problems identified by the reports may have been corrected by now; however, you should discuss the reports with your Title I teachers to make certain that your program is in compliance with the law. In addition, the Title I reading supervisor assigned to your school is available to discuss the results with you and to provide any assistance which might be required in helping you ensure that your program meets the requirements of the law.

Summary of Findings

The table on the following page compares last year's and this year's districtwide results for the first nine weeks. The following summary statements can be made:

1. About 90% of the magic number was served during the first nine weeks of each year.
2. A higher percentage of the students (50% vs. 39%) were served by a Title I teacher only.
3. About the same percentage of students were served by a Title I aide only.
4. The number of students scoring above the criterion who were served has decreased dramatically from last year (from 513 to 157).
5. About an equal number of students were served in the classroom as in the reading center.
6. The number of students scoring below the effective criterion who were not served has increased dramatically (599 to 872). The increase is likely to be due to the current emphasis on reducing the number of students served by multiple programs. There was a very large range, however, in the number of students skipped. The number ranged from 4 to 135 with an average of about 35.

	First Nine-Weeks	
	1978-79	1979-80
1. Number Served	4581	3962
2. Magic Number	5148	4361
3. Number Served By...		
Teacher Only	1766 (39%)*	1982 (50%)*
Aide Only	914 (20%)*	707 (18%)*
Both Teacher and Aide	1901 (41%)*	1273 (32%)*
4. Number Served In...		
Classroom Only	**	1853 (47%)
Reading Center Only	**	1778 (45%)
Both	**	331 (8%)
5. Number Above Criterion and Served	513	157
6. Number Below Criterion and Not Served	399	872

* Percent of total served.
** Not available.

If you have any questions about the results, please feel free to call.

Approved: Jonathan Curtis
Senior Evaluator for Compensatory Education Programs

Approved: Freda M. Holley
Director, Office of Research and Evaluation

Approved:
Director, Elementary Education

DD:rrf

cc: Mauro Reyna
Lee Laws
Oscar Cantu
Title I Reading Supervisors

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

March 5, 1980

Report of Findings

TO: Principals of Title I Schools

FROM: David Doss

SUBJECT: Second Nine-Week Report

Enclosed are the nine-week report summaries for the second nine weeks. The attached page briefly describes the reports. They are similiar to those for the first nine weeks; however, the report showing the programs serving skipped students has been omitted. To have included the report would have required updating the files of the other programs serving students in Title I schools. That was not feasible.

If you have any questions, or feel that the reports are in error, please give me a call (458-1228).

Approved: J. Curtis
Senior Evaluator for Compensatory Education Programs

Approved: Freda M Holley
Director of Office of Research and Evaluation

Approved:
Director of Elementary Education

DD:lfs

cc: Mauro Reyna
Lee Laws
Oscar Cantu
Title I Reading Coordinators
Title I Teachers
Title I Instructional Aides

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

REPORT FOR THE SECOND NINE-WEEKS

1. Title I Nine-Week Report Summary - Instructional Arrangement: This report shows how many students were served by Title I at each grade in your school during the second nine weeks. It also shows the instructional arrangement; i.e., who served the students and where. The results for the first and second nine weeks combined are also reported.

2. Concentration of Services Report: This report shows how well your school ranked your students and provided services to those with the greatest needs. At each grade the "effective" eligibility criterion was established. This was the score made by the highest scoring Title I student, or the 40th percentile. Take, for example, a school that ranked its third graders by their achievement scores and began identifying their Title I students from the lowest scoring to the highest scoring. If, in identifying all of the students they could serve at that grade, they only reached the 30th percentile, then the effective criterion for the third grade would be the 30th percentile. The important information in this report is the number of students below the eligibility criterion who were not served (students who were skipped) and the number above the 40th percentile who were served. Large numbers of skipped students could represent a legal/fiscal problem. Providing services to students above the 40th percentile does represent a legal/fiscal problem.

3. Students Without Test Scores: The new Title I legislation requires that the schools have a test score on each student regardless of whether or not they might be eligible for Title I. The students listed on this report did not have a test score at the end of the second nine-weeks.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

May 13, 1980

TO: Principals of Title I Schools

FROM: David Doss D.D.

SUBJECT: Third Nine-Week Report Summaries

Enclosed are the nine-week report summaries for the third nine weeks.

The first report, Title I Nine-Week Report Summary-Instructional Arrangement, shows how many students were served by Title I at each grade in your school during the third nine week. It also shows the instructional arrangement; i.e., who served the students and where. The results for the first three nine weeks are also reported.

The Concentration of Services Report shows how well your school ranked students and provided services to those with the greatest needs. At each grade the "effective" eligibility criterion was established. This was the score made by the highest scoring Title I students, or the 40th percentile. Take, for example, a school that ranked its third graders by their achievement scores and began identifying their Title I students from the lowest scoring to the highest scoring. If, in identifying all of the students they could serve at that grade, they only reached the 30th percentile, then the effective criterion for the third grade would be the 30th percentile. The important information in this report is the number of students below the eligibility criterion who were not served (students who were skipped) and the number above the 40th percentile who were served. Large numbers of skipped students could represent a legal/fiscalproblem. Providing services to students above the 40th percentile does represent a legal/fiscal problem.

If you have any questions about the report, please call (458-1228).

Approved: Jonathan Curtis
Senior Evaluator for Compensatory Education Programs

Approved: Freda Holley
Director of Office of Research and Evaluation

DD:kww

cc: Mauro Reyna
Lee Laws
Oscar Cantu
Title I Reading Coordinators
Title I Teachers
Title I Instructional Aides

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I NINE-WEEK REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: ALLISON FIRST THREE NINE WEEKS

PARTICIPANT NUMBER: 298 AUGUST 29, 1979 - MARCH 21, 1980

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB+	CLASS+	BOTH	TOTAL
TEACHER ONLY	33	0	0	33
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	33	0	0	33

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1	0	0	1
AIDE ONLY	0	0	0	0
TEACHER & AIDE	24	0	37*	61
TOTAL	25	0	37	62

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	39	0	0	39
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	39	0	0	39

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	58	0	0*	58
TOTAL	58	0	0	58

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	50	0	0*	50
TOTAL	50	0	0	50

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	23	0	0	23
AIDE ONLY	0	1	0	1
TEACHER & AIDE	0	0	11*	11
TOTAL	23	1	11	35

FIRST NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	85	0	0	85
AIDE ONLY	0	2	0	2
TEACHER & AIDE	124	0	41*	165
TOTAL	209	2	41	252

SECOND NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	98	0	0	98
AIDE ONLY	0	0	0	0
TEACHER & AIDE	115	0	34*	149
TOTAL	213	0	34	247

THIRD NINE WEEKS -- THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	108	0	0	108
AIDE ONLY	0	0	0	0
TEACHER & AIDE	151	0	0*	151
TOTAL	259	0	0	259

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.

+ LAB ONLY; CLASSROOM ONLY.

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Attachment M-8
(Page 1 of 26)

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I NINE-WEEK REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: BECKER — FIRST THREE NINE WEEKS

PARTICIPANT NUMBER: 325 — AUGUST 29, 1979 - MARCH 21, 1980

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB+	CLASS+	BOTH	TOTAL
TEACHER ONLY	23	0	0	23
AIDE ONLY	14	20	10	44
TEACHER & AIDE	22	0	14*	36
TOTAL	59	20	24	103

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	19	0	0	19
AIDE ONLY	9	2	2	13
TEACHER & AIDE	38	0	7*	45
TOTAL	66	2	9	77

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	35	0	0	35
AIDE ONLY	0	16	0	16
TEACHER & AIDE	0	0	0*	0
TOTAL	35	16	0	51

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	5	0	0	5
AIDE ONLY	2	3	9	14
TEACHER & AIDE	22	0	0*	22
TOTAL	29	3	9	41

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1	0	0	1
AIDE ONLY	5	2	6	13
TEACHER & AIDE	21	0	0*	21
TOTAL	27	2	6	35

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	9	0	0	9
AIDE ONLY	8	1	20	29
TEACHER & AIDE	16	0	0*	16
TOTAL	33	1	20	54

FIRST NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	128	0	0	128
AIDE ONLY	86	80	8	174
TEACHER & AIDE	3	0	12*	15
TOTAL	217	80	20	317

SECOND NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	113	0	0	113
AIDE ONLY	76	49	7	132
TEACHER & AIDE	61	0	13*	74
TOTAL	250	49	20	319

THIRD NINE WEEKS -- THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	120	0	0	120
AIDE ONLY	95	29	0	124
TEACHER & AIDE	55	0	0*	55
TOTAL	270	29	0	299

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I NINE-WEEK REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: BLACKSHEAR
FIRST THREE NINE WEEKS

PARTICIPANT NUMBER: 236
AUGUST 29, 1979 - MARCH 21, 1980

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

M-47

KINDERGARTEN

	LAB+	CLASS+	BOTH	TOTAL
TEACHER ONLY	0	45	0	45
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	45	0	45

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	75	0	75
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	75	0	75

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	47	0	47
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	47	0	47

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	33	0	33
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	33	0	33

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	36	0	36
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	36	0	36

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	21	0	21
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	21	0	21

FIRST NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	230	0	230
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	230	0	230

SECOND NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	226	0	226
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	226	0	226

THIRD NINE WEEKS -- THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	224	0	224
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	224	0	224

Attachment M-8
(Page 3 of 26)

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.

+ LAB ONLY; CLASSROOM ONLY.

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I NINE-WEEK REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: BRENTWOOD — FIRST THREE NINE WEEKS

PARTICIPANT NUMBER: 70 — AUGUST 29, 1979 - MARCH 21, 1980

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	24	0	24
TEACHER & AIDE	0	0	0*	0
TOTAL	0	24	0	24

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	23	0	23
TEACHER & AIDE	0	0	0*	0
TOTAL	0	23	0	23

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	11	0	11
TEACHER & AIDE	0	0	0*	0
TOTAL	0	11	0	11

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	9	0	9
TEACHER & AIDE	0	0	0*	0
TOTAL	0	9	0	9

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	14	0	14
TEACHER & AIDE	0	0	0*	0
TOTAL	0	14	0	14

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	11	0	11
TEACHER & AIDE	0	0	0*	0
TOTAL	0	11	0	11

FIRST NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	71	0	71
TEACHER & AIDE	0	0	0*	0
TOTAL	[illegible]	71	0	71

SECOND NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	71	0	71
TEACHER & AIDE	0	0	0*	0
TOTAL	0	71	0	71

THIRD NINE WEEKS -- THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	68	0	68
TEACHER & AIDE	0	0	0*	0
TOTAL	0	68	0	68

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I NINE-WEEK REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: BROOKE — FIRST THREE NINE WEEKS

PARTICIPANT NUMBER: 265 — AUGUST 29, 1979 - MARCH 21, 1980

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB+	CLASS+	BOTH	TOTAL
TEACHER ONLY	0	2	0	2
AIDE ONLY	0	6	0	6
TEACHER & AIDE	0	56	0*	56
TOTAL	0	64	0	64

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	54	0	54
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	54	0	54

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	26	1	27
AIDE ONLY	0	0	0	0
TEACHER & AIDE	1	0	0*	1
TOTAL	1	26	1	28

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	11	0	20*	31
TOTAL	11	0	20	31

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	29	0	0*	29
TOTAL	29	0	0	29

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	22	0	1*	23
TOTAL	22	0	1	23

FIRST NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	86	0	86
AIDE ONLY	0	3	0	3
TEACHER & AIDE	59	42	20*	120
TOTAL	59	131	20	209

SECOND NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1	55	0	56
AIDE ONLY	0	39	0	39
TEACHER & AIDE	74	16	0*	90
TOTAL	75	110	0	185

THIRD NINE WEEKS -- THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1	59	0	60
AIDE ONLY	0	47	0	47
TEACHER & AIDE	74	7	0*	81
TOTAL	75	113	0	188

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.

+ LAB ONLY; CLASSROOM ONLY.

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I NINE-WEEK REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: BROWN

FIRST THREE NINE WEEKS

PARTICIPANT NUMBER: 114

AUGUST 29, 1979 - MARCH 21, 1980

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	8	5	6	19
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	8	5	6	19

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	37	4	41
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	37	4	41

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	7	8	2	17
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	7	8	2	17

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	10	6	2	18
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	10	6	2	18

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	20	8	8	36
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	20	8	8	36

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	25	1	4	30
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	25	1	4	30

FIRST NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	66	48	6	120
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	66	48	6	120

SECOND NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	61	78	0	139
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	61	78	0	139

THIRD NINE WEEKS -- THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	66	57	0	123
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	66	57	0	123

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I NINE-WEEK REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: CAMPBELL — FIRST THREE NINE WEEKS

PARTICIPANT NUMBER: 240 — AUGUST 29, 1979 - MARCH 21, 1980

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB+	CLASS+	BOTH	TOTAL
TEACHER ONLY	0	19	0	19
AIDE ONLY	0	1	0	1
TEACHER & AIDE	6	0	37*	43
TOTAL	6	20	37	63

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	20	0	20
AIDE ONLY	0	0	0	0
TEACHER & AIDE	4	0	42*	46
TOTAL	4	20	42	66

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	32	0	0*	32
TOTAL	32	0	0	32

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	2	0	0	2
AIDE ONLY	0	0	0	0
TEACHER & AIDE	41	0	0*	41
TOTAL	43	0	0	43

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	20	0	0	20
AIDE ONLY	1	0	0	1
TEACHER & AIDE	9	0	0*	9
TOTAL	30	0	0	30

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	29	0	0	29
AIDE ONLY	0	0	0	0
TEACHER & AIDE	4	0	0*	4
TOTAL	33	0	0	33

FIRST NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	62	41	0	103
AIDE ONLY	0	1	0	1
TEACHER & AIDE	67	1	67*	135
TOTAL	129	43	67	239

SECOND NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	42	37	0	79
AIDE ONLY	15	0	0	15
TEACHER & AIDE	129	0	0*	129
TOTAL	186	37	0	223

THIRD NINE WEEKS — THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	44	37	0	81
AIDE ONLY	12	0	0	12
TEACHER & AIDE	128	0	0*	128
TOTAL	184	37	0	221

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.

+ LAB ONLY; CLASSROOM ONLY.

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I NINE-WEEK REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: DAWSON
PARTICIPANT NUMBER: 200

FIRST THREE NINE WEEKS
AUGUST 29, 1979 - MARCH 21, 1980

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	52	0	0*	52
TOTAL	52	0	0	52

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	11	0	31*	42
TOTAL	11	0	31	42

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	5	0	29*	34
TOTAL	5	0	29	34

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	8	0	30*	38
TOTAL	8	0	30	38

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	31	0	0*	31
TOTAL	31	0	0	31

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	25	0	0*	25
TOTAL	25	0	0	25

FIRST NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	97	90	0*	187
TOTAL	97	90	0	187

SECOND NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	10	0	0	10
AIDE ONLY	0	0	0	0
TEACHER & AIDE	189	0	0*	189
TOTAL	199	0	0	199

THIRD NINE WEEKS -- THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	202	0	0*	202
TOTAL	202	0	0	202

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.

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Attachment M-8
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AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I NINE-WEEK REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: GOVALLE
PARTICIPANT NUMBER: 305

FIRST THREE NINE WEEKS
AUGUST 29, 1979 - MARCH 21, 1980

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB+	CLASS+	BOTH	TOTAL
TEACHER ONLY	0	57	0	57
AIDE ONLY	0	6	0	6
TEACHER & AIDE	0	2	0*	2
TOTAL	0	65	0	65

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	52	0	0	52
AIDE ONLY	0	18	0	18
TEACHER & AIDE	0	0	4*	4
TOTAL	52	18	4	74

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	30	0	6	36
AIDE ONLY	0	3	0	3
TEACHER & AIDE	0	0	12*	12
TOTAL	30	3	18	51

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	31	0	0	31
AIDE ONLY	0	9	0	9
TEACHER & AIDE	0	0	16*	16
TOTAL	31	9	16	56

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	1	1
TEACHER & AIDE	0	39	1*	40
TOTAL	0	39	2	41

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	39	0*	39
TOTAL	0	39	0	39

FIRST NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	104	59	0	163
AIDE ONLY	0	39	1	40
TEACHER & AIDE	0	69	30*	99
TOTAL	104	167	31	302

SECOND NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	134	53	0	187
AIDE ONLY	0	37	0	37
TEACHER & AIDE	0	70	0*	70
TOTAL	134	160	0	294

THIRD NINE WEEKS -- THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	139	58	0	197
AIDE ONLY	0	34	0	34
TEACHER & AIDE	0	68	0*	68
TOTAL	139	160	0	299

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.

+ LAB ONLY; CLASSROOM ONLY.

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I NINE-WEEK REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: MAPLEWOOD   FIRST THREE NINE WEEKS

PARTICIPANT NUMBER: 160   AUGUST 29, 1979 - MARCH 21, 1980

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB+	CLASS+	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	7	2	18*	27
TOTAL	7	2	18	27

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	9	2	11
TEACHER & AIDE	14	0	12*	26
TOTAL	14	9	14	37

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	17	0	0*	17
TOTAL	17	0	0	17

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	18	0	6*	24
TOTAL	18	0	6	24

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1	3	0	4
AIDE ONLY	0	0	0	0
TEACHER & AIDE	13	0	1*	14
TOTAL	14	3	1	18

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1	0	0	1
AIDE ONLY	0	0	0	0
TEACHER & AIDE	12	2	5*	19
TOTAL	13	2	5	20

FIRST NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	9	3	1	13
AIDE ONLY	0	8	0	8
TEACHER & AIDE	84	20	2*	106
TOTAL	93	31	3	127

SECOND NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	13	3	0	16
AIDE ONLY	0	10	3	13
TEACHER & AIDE	68	4	31*	103
TOTAL	81	17	34	132

THIRD NINE WEEKS -- THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	5	6	1	12
AIDE ONLY	0	19	0	19
TEACHER & AIDE	95	0	1*	96
TOTAL	100	25	2	127

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I NINE-WEEK REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: MATHEWS — FIRST THREE NINE WEEKS

PARTICIPANT NUMBER: 65 — AUGUST 29, 1979 - MARCH 21, 1980

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB+	CLASS+	BOTH	TOTAL
TEACHER ONLY	0	1	0	1
AIDE ONLY	0	3	0	3
TEACHER & AIDE	0	16	1*	17
TOTAL	0	20	1	21

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	1	0	1
TEACHER & AIDE	3	0	10*	13
TOTAL	3	1	10	14

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	5	[illegible]	11*	16
TOTAL	5	0	11	16

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	4	0	10*	14
TOTAL	4	0	10	14

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1	0	0	1
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	11*	11
TOTAL	1	0	11	12

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	3	0	6*	9
TOTAL	3	0	6	9

FIRST NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	1	0	1
AIDE ONLY	0	0	0	0
TEACHER & AIDE	57	16	0*	73
TOTAL	57	17	0	74

SECOND NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	8	0	8
AIDE ONLY	0	9	0	9
TEACHER & AIDE	45	0	3*	48
TOTAL	45	17	3	65

THIRD NINE WEEKS -- THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1	9	0	10
AIDE ONLY	1	11	0	12
TEACHER & AIDE	0	0	44*	44
TOTAL	2	20	44	66

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.

+ LAB ONLY; CLASSROOM ONLY.

79.23

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I NINE-WEEK REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: METZ — FIRST THREE NINE WEEKS

PARTICIPANT NUMBER: 270 — AUGUST 29, 1979 - MARCH 21, 1980

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

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KINDERGARTEN

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	35	0	35
TEACHER & AIDE	0	0	35*	35
TOTAL	0	35	35	70

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	45	0	8	53
AIDE ONLY	0	0	0	0
TEACHER & AIDE	4	0	15*	19
TOTAL	49	0	23	72

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	55	0	0	55
AIDE ONLY	0	0	0	0
TEACHER & AIDE	6	0	0*	6
TOTAL	61	0	0	61

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	38	0	0	38
AIDE ONLY	0	0	0	0
TEACHER & AIDE	11	0	0*	11
TOTAL	49	0	0	49

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	25	0	0	25
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	25	0	0	25

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	27	0	0	27
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	27	0	0	27

FIRST NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	173	9	0	182
AIDE ONLY	0	58	0	58
TEACHER & AIDE	31	0	5*	36
TOTAL	204	67	5	276

SECOND NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	193	0	0	193
AIDE ONLY	0	42	0	42
TEACHER & AIDE	19	0	24*	43
TOTAL	212	42	24	278

THIRD NINE WEEKS -- THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	186	0	0	186
AIDE ONLY	0	44	0	44
TEACHER & AIDE	5	0	35*	40
TOTAL	191	44	35	270

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.

Attachment M-8
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AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I NINE-WEEK REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: NORMAN | FIRST THREE NINE WEEKS

PARTICIPANT NUMBER: 96 | AUGUST 29, 1979 - MARCH 21, 1980

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

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KINDERGARTEN

	LAB+	CLASS+	BOTH	TOTAL
TEACHER ONLY	12	0	7	19
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	12	0	7	19

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	19	18	37
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	19	18	37

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	4	0	0	4
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	4	0	0	4

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	13	0	0	13
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	13	0	0	13

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	15	0	0	15
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	15	0	0	15

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1	0	20	21
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	1	0	20	21

FIRST NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	47	57	0	104
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	47	57	0	104

SECOND NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	53	49	0	102
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	53	49	0	102

THIRD NINE WEEKS -- THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	77	18	7	102
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	77	18	7	102

Attachment M-8
(Page 13 of 26)

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.
+ LAB ONLY; CLASSROOM ONLY.

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I NINE-WEEK REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: OAK SPRINGS — FIRST THREE NINE WEEKS

PARTICIPANT NUMBER: 148 — AUGUST 29, 1979 - MARCH 21, 1980

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER [illegible] AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S R[illegible]OOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	1	10	18*	29
TOTAL	1	10	18	29

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	1	0	0	1
TEACHER & AIDE	17	18	2*	37
TOTAL	18	18	2	38

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	2	2	19*	23
TOTAL	2	2	19	23

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	12	1	14*	27
TOTAL	12	1	14	27

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

FIRST NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	1	0	0	1
TEACHER & AIDE	42	59	3*	104
TOTAL	43	59	3	105

SECOND NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	75	17	0*	92
TOTAL	75	17	0	92

THIRD NINE WEEKS -- THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	19	60	0*	79
TOTAL	19	60	0	79

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I NINE-WEEK REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: ORTEGA — FIRST THREE NINE WEEKS

PARTICIPANT NUMBER: 150 — AUGUST 29, 1979 - MARCH 21, 1980

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB+	CLASS+	BOTH	TOTAL
TEACHER ONLY	6	0	0	6
AIDE ONLY	1	15	3	19
TEACHER & AIDE	0	0	7*	7
TOTAL	7	15	10	32

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	26	0	0	26
AIDE ONLY	0	0	0	0
TEACHER & AIDE	1	0	0*	1
TOTAL	27	0		

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	7	0	0	7
AIDE ONLY	0	0	0	0
TEACHER & AIDE	2	0	0*	2
TOTAL	9	0	0	9

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	18	0	0	18
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	18	0	0	18

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	16	0	0	16
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	16	0	0	16

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	17	0	0	17
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	17	0	0	17

FIRST NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	79	0	0	79
AIDE ONLY	0	18	0	18
TEACHER & AIDE	2	0	7*	9
TOTAL	81	18	7	106

SECOND NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	76	0	0	76
AIDE ONLY	0	18	0	18
TEACHER & AIDE	1	0	1*	2
TOTAL	77	18	1	96

THIRD NINE WEEKS -- THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	76	0	0	76
AIDE ONLY	5	14	0	19
TEACHER & AIDE	0	0	1*	1
TOTAL	81	14	1	96

Attachment M-8
(Page 15 of 26)

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.

+ LAB ONLY; CLASSROOM ONLY.

79.23

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I NINE-WEEK REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: PECAN SPRINGS

FIRST THREE NINE WEEKS

PARTICIPANT NUMBER: 125

AUGUST 29, 1979 - MARCH 21, 1980

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

M-60

KINDERGARTEN

	LAB+	CLASS+	BOTH	TOTAL
TEACHER ONLY	2	0	0	2
AIDE ONLY	3	1	6	10
TEACHER & AIDE	0	0	0*	0
TOTAL	5	1	6	12

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	2	0	2	4
AIDE ONLY	0	2	20	22
TEACHER & AIDE	2	0	0*	2
TOTAL	4	2	22	28

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	5	1	8	14
TEACHER & AIDE	0	0	0*	0
TOTAL	5	1	8	14

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	12	3	0	15
AIDE ONLY	8	1	0	9
TEACHER & AIDE	0	0	0*	0
TOTAL	20	4	0	24

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	7	0	15	22
AIDE ONLY	9	0	0	9
TEACHER & AIDE	0	0	0*	0
TOTAL	16			

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	11	8	4	23
AIDE ONLY	4	0	0	4
TEACHER & AIDE	0	0	0*	0
TOTAL	15	8	4	27

FIRST NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	34	29	0	63
AIDE ONLY	24	31	0	55
TEACHER & AIDE	0	0	0*	0
TOTAL	59	60	0	119

SECOND NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	45	20	0	65
AIDE ONLY	61	0	0	61
TEACHER & AIDE	0	0	0*	0
TOTAL	106	20	0	126

THIRD NINE WEEKS -- THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	49	15	0	64
AIDE ONLY	36	20	0	56
TEACHER & AIDE	0	0	0*	0
TOTAL	85	35	0	120

Attachment M-8
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* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I NINE-WEEK REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: PLEASANT HILL | FIRST THREE NINE WEEKS

PARTICIPANT NUMBER: 130 | AUGUST 29, 1979 - MARCH 21, 1980

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB+	CLASS+	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	6	16	1	23
TEACHER & AIDE	0	0	0*	0
TOTAL	6	16	1	23

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	2	10	4	16
AIDE ONLY	2	14	0	16
TEACHER & AIDE	0	3	0*	3
TOTAL	4	27	4	35

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	25	0	25
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	25	0	25

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	14	0	14
AIDE ONLY	1	14	2	17
TEACHER & AIDE	0	0	0*	0
TOTAL	1	28	2	31

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	11	0	11
AIDE ONLY	3	10	3	16
TEACHER & AIDE	0	0	0*	0
TOTAL	3	21	3	27

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	2	10	2	14
AIDE ONLY	7	1	0	8
TEACHER & AIDE	0	5	0*	5
TOTAL	9	16	2	27

FIRST NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	2	63	0	65
AIDE ONLY	12	53	0	65
TEACHER & AIDE	0	3	0*	3
TOTAL	14	119	0	133

SECOND NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	7	61	0	68
AIDE ONLY	13	52	0	65
TEACHER & AIDE	0	0	0*	0
TOTAL	20	113	[illegible]	[illegible]

THIRD NINE WEEKS -- THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	10	63	0	73
AIDE ONLY	24	49	0	73
TEACHER & AIDE	0	0	0*	0
TOTAL	34	112	0	146

Attachment M-8
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* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.

+ LAB ONLY; CLASSROOM ONLY.

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I NINE-WEEK REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: REILLY
PARTICIPANT NUMBER: 53

FIRST THREE NINE WEEKS
AUGUST 29, 1979 - MARCH 21, 1980

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB+	CLASS+	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	23	0	0	23
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	23	0	0	23

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	7	0	0	7
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	7	0	0	7

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	8	0	0	8
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	8	0	0	8

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	10	0	0	10
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	10	0	0	10

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	13	0	0	13
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	13	0	0	13

FIRST NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	51	0	0	51
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	51	0	0	51

SECOND NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	52	0	0	52
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	52	[illegible]	0	52

THIRD NINE WEEKS -- THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	52	0	0	52
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	52	0	0	52

Attachment M-8
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* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I NINE-WEEK REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: RIDGETOP
FIRST THREE NINE WEEKS

PARTICIPANT NUMBER: 67
AUGUST 29, 1979 - MARCH 21, 1980

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB+	CLASS+	BOTH	TOTAL
TEACHER ONLY	15	0	0	15
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	15	0	0	15

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	22	0	0	22
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	22	0	0	22

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	13	0	0	13
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	13	0	0	13

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	9	0	0	9
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	9	0	0	9

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	3	0	0	3
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	3	0	0	3

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	7	0	0	7
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	7	0	0	7

FIRST NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	55	0	0	55
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	55	0	0	55

SECOND NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	48	0	0	48
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	48	0	0	48

THIRD NINE WEEKS -- THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	56	0	0	56
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	56	0	0	56

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* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.

+ LAB ONLY; CLASSROOM ONLY.

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I NINE-WEEK REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: ROSEDALE — FIRST THREE NINE WEEKS

PARTICIPANT NUMBER: 60 — AUGUST 29, 1979 - MARCH 21, 1980

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	24	0	24
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	24	0	24

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	6	9	15
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	6	9	15

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	5	1	6
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	1*	1
TOTAL	0	5	2	7

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	10	0	0	10
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	10	0	0	10

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	10	0	0	10
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	10	0	0	10

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	3	5	0	8
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	3	5	0	8

FIRST NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	23	34	6	63
AIDE ONLY	0	0	0	0
TEACHER & AIDE	1	0	0*	1
TOTAL	24	34	6	64

SECOND NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	18	45	3	66
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	18	45	3	66

THIRD NINE WEEKS -- THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	15	35	8	58
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	15	35	8	58

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I NINE-WEEK REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: ROSEWOOD — FIRST THREE NINE WEEKS

PARTICIPANT NUMBER: 48 — AUGUST 29, 1979 - MARCH 21, 1980

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB+	CLASS+	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	32	0	0*	32
TOTAL	32	0	0	32

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	19	0	0*	19
TOTAL	19	0	0	19

FIRST NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	44	0	0*	44
TOTAL	44	0	0	44

SECOND NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	2	0	0	2
AIDE ONLY	0	0	0	0
TEACHER & AIDE	44	0	0*	44
TOTAL	46	0	0	46

THIRD NINE WEEKS -- THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	44	0	0*	44
TOTAL	44	0	0	44

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.

+ LAB ONLY; CLASSROOM ONLY.

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I NINE-WEEK REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: ST. ELMO

FIRST THREE NINE WEEKS

PARTICIPANT NUMBER: 215

AUGUST 29, 1979 - MARCH 21, 1980

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	44	0	44
TEACHER & AIDE	0	0	0*	0
TOTAL	0	44	0	44

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	53	0	53
TEACHER & AIDE	0	0	0*	0
TOTAL	0	53	0	53

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	21	0	21
TEACHER & AIDE	0	0	0*	0
TOTAL	0	21	0	21

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	5	35	40
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	5	35	40

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	2	32	34
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	2	32	34

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	8	29	37
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	8	29	37

FIRST NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	98	0	99
AIDE ONLY	0	98	0	98
TEACHER & AIDE	0	0	0*	0
TOTAL	0	196	0	196

SECOND NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	91	91
AIDE ONLY	0	97	0	97
TEACHER & AIDE	0	0	0*	0
TOTAL	0	97	91	188

THIRD NINE WEEKS -- THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	84	84
AIDE ONLY	0	101	0	101
TEACHER & AIDE	0	0	0*	0
TOTAL	0	101	84	185

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.

79.23

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I NINE-WEEK REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: SANCHEZ FIRST THREE NINE WEEKS

PARTICIPANT NUMBER: 260 AUGUST 29, 1979 - MARCH 21, 1980

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB+	CLASS+	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	41	0*	41
TOTAL	0	41	0	41

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	74	0	74
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	74	0	74

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	43	0	43
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	43	0	43

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	27	0	27
AIDE ONLY	0	1	0	1
TEACHER & AIDE	0	19	1*	20
TOTAL	0	47	1	48

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	41	0	41
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	41	0	41

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	49	0	49
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	49	0	49

FIRST NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	164	0	164
AIDE ONLY	0	2	0	2
TEACHER & AIDE	0	54	1*	55
TOTAL	0	220	1	221

SECOND NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	202	0	202
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	35	0*	35
TOTAL	0	237	0	237

THIRD NINE WEEKS -- THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	199	0	199
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	36	0*	36
TOTAL	0	235	0	235

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.

+ LAB ONLY; CLASSROOM ONLY.

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I NINE-WEEK REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: SIMS

FIRST THREE NINE WEEKS

PARTICIPANT NUMBER: 235

AUGUST 29, 1979 - MARCH 21, 1980

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB+	CLASS+	BOTH	TOTAL
TEACHER ONLY	2	0	0	2
AIDE ONLY	0	12	0	12
TEACHER & AIDE	0	0	18*	18
TOTAL	2	12	18	32

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	25	0	0	25
AIDE ONLY	0	14	0	14
TEACHER & AIDE	0	0	7*	7
TOTAL	25	14	7	46

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1	0	0	1
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	21*	21
TOTAL	1	0	21	22

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1	0	0	1
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	14*	14
TOTAL	1	0	14	15

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	1	1	2
TEACHER & AIDE	0	0	19*	19
TOTAL	0	1	20	21

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	22	0	0	22
AIDE ONLY	0	4	0	4
TEACHER & AIDE	0	0	8*	8
TOTAL	22	4	8	34

FIRST NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	46	0	0	46
AIDE ONLY	1	34	0	35
TEACHER & AIDE	0	0	65*	65
TOTAL	47	34	65	146

SECOND NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	62	0	0	62
AIDE ONLY	0	39	0	39
TEACHER & AIDE	0	0	52*	52
TOTAL	62	39	52	153

THIRD NINE WEEKS -- THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	60	0	0	60
AIDE ONLY	1	32	0	33
TEACHER & AIDE	0	0	39*	39
TOTAL	61	32	39	132

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.

+ LAB ONLY + CLASSROOM ONLY

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I NINE-WEEK REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: ZAVALA — FIRST THREE NINE WEEKS

PARTICIPANT NUMBER: 220 — AUGUST 29, 1979 - MARCH 21, 1980

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB+	CLASS+	BOTH	TOTAL
TEACHER ONLY	0	0	0	0
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	0	0	0	0

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	2	0	0	2
AIDE ONLY	4	31	7	42
TEACHER & AIDE	0	0	31*	31
TOTAL	6	31	38	75

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	2	0	0	2
AIDE ONLY	0	24	0	24
TEACHER & AIDE	0	0	13*	13
TOTAL	2	24	13	39

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	4	0	0	4
AIDE ONLY	0	10	0	10
TEACHER & AIDE	0	0	42*	42
TOTAL	4	10	42	56

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	16	2	18	36
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	16	2	18	36

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	30	0	0	30
AIDE ONLY	0	0	0	0
TEACHER & AIDE	0	0	0*	0
TOTAL	30	0	0	30

FIRST NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	55	16	0	71
AIDE ONLY	13	62	0	75
TEACHER & AIDE	0	0	56*	56
TOTAL	68	78	56	202

SECOND NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	83	0	0	83
AIDE ONLY	0	53	0	53
TEACHER & AIDE	0	0	54*	54
TOTAL	83	53	54	190

THIRD NINE WEEKS -- THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	55	17	0	72
AIDE ONLY	0	37	0	37
TEACHER & AIDE	0	0	56*	6
TOTAL	55	54	56	165

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.
+ LAB ONLY; CLASSROOM ONLY.

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

TITLE I NINE-WEEK REPORT SUMMARY - INSTRUCTIONAL ARRANGEMENT

SCHOOL: TOTAL — FIRST THREE NINE WEEKS

PARTICIPANT NUMBER: 4355 — AUGUST 29, 1979 - MARCH 21, 1980

THE TABLES BELOW SHOW THE INSTRUCTIONAL ARRANGEMENT(S) USED TO SERVE TITLE I STUDENTS AT THIS SCHOOL. THE TERMS "TEACHER" AND "AIDE" REFER TO TITLE I TEACHER AND TITLE I AIDE. "LAB" IS ANY LOCATION OUTSIDE THE REGULAR CLASSROOM. "CLASS" IS THE STUDENT'S REGULAR CLASSROOM. FOR EXAMPLE, THE TOP LEFT CELL IN EACH TABLE SHOWS THE NUMBER OF STUDENTS SERVED IN THE LAB ONLY BY A TITLE I TEACHER.

KINDERGARTEN

	LAB+	CLASS+	BOTH	TOTAL
TEACHER ONLY	101	153	13	267
AIDE ONLY	24	183	20	227
TEACHER & AIDE	88	127	148*	363
TOTAL	213	463	181	857

FIRST GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	219	295	45	559
AIDE ONLY	16	167	31	214
TEACHER & AIDE	118	21	198*	337
TOTAL	353	483	274	1110

SECOND GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	200	154	10	364
AIDE ONLY	5	76	8	89
TEACHER & AIDE	70	2	106*	178
TOTAL	275	232	124	631

THIRD GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	161	88	37	286
AIDE ONLY	11	47	11	69
TEACHER & AIDE	185	20	153*	358
TOTAL	357	155	201	713

FOURTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	145	103	73	321
AIDE ONLY	18	27	11	56
TEACHER & AIDE	185	39	32*	256
TOTAL	348	169	116	633

FIFTH GRADE

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	220	102	59	381
AIDE ONLY	19	18	20	57
TEACHER & AIDE	101	46	31*	178
TOTAL	340	166	110	616

FIRST NINE WEEKS—THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1019	938	13	1970
AIDE ONLY	137	560	9	706
TEACHER & AIDE	610	354	309*	1273
TOTAL	1766	1852	331	3949

SECOND NINE WEEKS--THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1111	837	94	2042
AIDE ONLY	165	516	10	691
TEACHER & AIDE	820	142	212*	1174
TOTAL	2096	1495	316	3907

THIRD NINE WEEKS -- THIS SCHOOL

	LAB	CLASS	BOTH	TOTAL
TEACHER ONLY	1120	797	100	2017
AIDE ONLY	174	505	0	679
TEACHER & AIDE	773	171	176*	1120
TOTAL	2067	1473	276	3816

* INCLUDES SERVICES SUCH AS BEING SERVED BY A TEACHER IN LAB AND AN AIDE IN CLASS OR BEING SERVED BY A TEACHER IN THE CLASSROOM AND AN AIDE IN THE LAB.

LAB ONLY, CLASSROOM ONLY

ESEA Title I

Appendix N

NONPUBLIC AND N&D NINE-WEEK REPORTS

Instrument Description: Nonpublic and N&D Nine-Week Reports

Brief description of the instrument:

The Nonpublic and N&D Nine-Week Reports were sent to each nonpublic school and N&D institution with a Title I program. For N&D institutions the rosters were used to indicate a) which students were served by Title I personnel, and b) which schools or AISD Program were attended by those students. The nonpublic schools recorded the names of Title I students and the types of service received by those students (Math, Reading, or both).

To whom was the instrument administered?

Information was collected for each Title I student in a nonpublic school or N&D institutions.

How many times was the instrument administered?

Three times; once at the end of the first three nine-week periods.

When was the instrument administered?

October, 1979; January, 1980; and March, 1980.

Where was the instrument administered?

The forms were sent by ORE to the schools where they were completed and returned.

Who administered the instrument?

The reports were completed by school staff.

What training did the administrators have?

Instructions for completing the reports were provided.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None that are known.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

NONPUBLIC AND N&D NINE-WEEK REPORTS

Purpose

Information obtained from the Nonpublic and Neglected and Delinquent (N&D) Nine-Week Reports was used to answer the following decision and evaluation question from the 1979-80 Title I Evaluation Design.

> Decision Queston D2: How should Title I students be selected?
>
> > Evaluation Question D2-4: Did the students served by N&D and nonpublic schools meet their respective eligibility criteria?

Procedure

Reports were sent to nonpublic schools and to neglected and delinquent (N&D) institutions for the first time this year. In the past these N&D and nonpublic schools had completed their own evaluations.

A cover memo, a form, and instructions for completion were sent to each of the three nonpublic schools and to the five N&D institutions. For a copy of the form and instructions, refer to Attachments N-1 and N-2.

Once the forms had been completed and returned to ORE, the evaluation assistant processed them. The nonpublic forms were checked for the numbers of children served, and the eligibility of those served. The N&D forms were checked to see if all children served were enrolled in some sort of AISD educational program.

Results

The nine-week reports for nonpublic schools and N&D institutions were examined to see if students served by the schools had met their respective eligibility criteria. These criteria are listed below.

1. Nonpublic Schools: a) Students must reside in a Title I attendance area; b) Students must score at or below the 40th percentile in the subject areas in which they are served.
2. N&D Institutions: Students must either be enrolled in an AISD instructional program or be provided with an instructional program at the institution; i.e., there must be an educational program for Title I to supplement.

Figure N-1 summarizes the findings of the examination of the nonpublic nine week reports. The figure shows that the eligibility criteria were not always met by the nonpublic schools.

The reports from the N&D institutions were checked against AISD records to verify that students served were enrolled in an instructional program.

One N&D institution, Gardner House, did not complete a nine-week report for the first or second nine weeks. They did not serve students the first period, since they did not have a tutor. The institution cited reasons of confidentiality for their refusal to complete the second report. For the third nine weeks an arrangement was worked out so that they could provide a report listing students by number (Student 1, Student 2, etc.) instead of name as long as they maintained a corresponding list of names at the campus. Under this arrangement the attendance of the students in AISD could not be checked; however, most if not all Gardner House residents are confined to the facility and could not attend public school.

Figure N-2 shows the results. The large increase in the number served during the last nine weeks is due to the inclusion of the Gardner House report for the first time. Most of the 162 students they served resided in the institution for 10 or fewer days.

The results show that improvement was made in compliance with the eligibility requirements by both types of institutions as the year progressed.

Period	Total Served	No. not Living in Attendance Area	No. Above 40th %ile	Unduplicated Total	% of Total
1st Nine Weeks	97	23*	10**	28	29
2nd Nine Weeks	93	0	3	3	3
3rd Nine Weeks	100	0	4	4	4

* Includes students whose addresses could not be found in AISD Master Street List.

** Includes students without any test scores.

Figure N-1. NUMBER AND PERCENTAGE OF NONPUBLIC STUDENTS NOT MEETING TITLE I ELIGIBILITY CRITERIA BY NINE WEEKS.

Period	Total Served	Not in Instructional Program	Percent of Total Not Served
1st Nine Weeks	53	8	15
2nd Nine Weeks	66	1	2
3rd Nine Weeks	100	0	0

Figure N-2. NUMBER OF PERCENTAGE OF N&D PARTICIPANTS NOT MEETING THE ELIGIBILITY CRITERION.

Attachment N-1
(Page 1 of 3)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 17, 1979

TO: Nonpublic School Principals

FROM: David Doss, Title I Evaluator

SUBJECT: Title I Nine-Week Report for Nonpublic Schools

In the past, nonpublic schools served by Title I have completed their own annual evaluation reports. The recent Title I legislation has placed increased emphasis the comparability between Title I programs on public and nonpublic campuses. In order to monitor that comparability more closely, ORE will do the evaluations this year using information provided by the schools.

The most important information in an evaluation is knowing which students were served by the program and what their test scores were. The attached report is designed to provide ORE with that information. Please complete the report following the enclosed instructions, and return it to ORE by November 2nd.

If you have any questions, please feel free to call (458-1228).

Approved: Jonathan Curtis
Senior Evaluator for Compensatory Education Programs

Approved: Freda Holley
Director of Office of Research and Evaluation

DD:lfs

cc: Lee Laws
Allie Langdon

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

TITLE I NINE-WEEK REPORT FOR NONPUBLIC SCHOOLS

INSTRUCTIONS

The purpose of the Nine-Week Report is to provide ORE and the Department of Developmental Programs with information about the services being provided by Title I to students in nonpublic schools. Please provide the information described below for each student who received Title I services at your school.

Name: List the students served by the Title I Program at your school. Please do not use nicknames.

Address: Home address of the student, street and number. Include city if student resides outside Austin.

Grade: Current grade placement of the student.

Pretest: This section refers to the test which will be used to measure the achievement objective at your school. If a student has not been pretested, attach a note to that effect. For each student provide the following:

a. Test: Name of the test, level, and form.
b. Score: The student's percentile score.
c. Date: The date the test was given.

Selection Test: The selection test is the one used to determine the student's eligibility for Title I services.

It may be the same as the pretest. If it is, write "Same" in the column. Otherwise, provide the test name, form, and level; the student's score; and the date.

Title I Instruction: Indicate the subject area(s) in which each student received Title I instructional services. If the student was served in reading or math only, place a check in the proper column. If the student was served in both reading and math, check both columns.

Return the completed forms to the following address:

David Doss
AISD
6100 Guadalupe, Box 79
Austin, Texas 78752

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Title I Nine-week Report for Nonpublic Schools

			Pretest			Selection Test			Title I Instruction	
Student Name	Address	Grade	Test	Score	Date	Test	Score	Date	Reading	Math

Attachment N-1
(Page 3 of 3)

Attachment N-2
(Page 1 of 3)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 17, 1979

TO: Superintendents of N&D Institutions

FROM: David Doss, Title I Evaluator

SUBJECT: Title I Nine-Week Report for N&D Institutions

In the past, N&D institutions participating in the Title I Program have completed their own annual evaluation reports. This year, however, ORE will be doing the evaluations. In order to do that, we need some information from you about whom you are serving with your Title I program.

Please complete the enclosed report and return it to ORE by November 2nd. If you have any questions, please feel free to call (458-1228).

Approved: Jonathan Curtis
Senior Evaluator for Compensatory Education Programs

Approved: Freda Holley
Director of Office of Research and Evaluation

DD:lfs

cc: Lee Laws
Allie Langdon

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Attachment N-2
(Page 2 of 3)

TITLE I NINE-WEEK REPORT FOR N&D INSTITUTIONS

INSTRUCTIONS

The purpose of the Nine-Week Report is to provide ORE and the Department of Developmental Programs with information about the services being provided by Title I to students in N&D institutions.

Please provide the information described below for each student who receives Title I services at your home.

Name: List the names of all students served by Title I at your institution from August 29th through October 26th. Please do not use nicknames.

Enter?: If the student entered Title I services during the nine-week period, check this column. All students will have a check in this column for the first nine-weeks.

Exit?: If the student exited Title I service during the nine-weeks, check this column.

AISD School or Institutional Program: If the student attends an AISD school, write the school's name in this column. If the student is not attending public school, use the codes below to show the kind of educational program serving the student.

1 = Institutional Basic Education Program: A program in reading, writing, math, etc. offered at the institution.

2 - Institutional Vocational Education Program: A vocational education program offered at the institutions.

3 = Institutional Special Education Program: An instructional program offered at the institution to students with handicaps or special educational needs.

4 = No Program: The student is not served by an educational program.

5 = Other: If the student is served by an educational program that is not described above, use this code and provide a brief description of the program.

Return the completed form to the following address:

David Doss
AISD
6100 Guadalupe, Box 79
Austin, Texas 78752

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

Title I Nine-week Report for N&D Institutions (1979-80)

Institution:______________________ ____________Nine Weeks

Name	Enter?	Exit?	AISD School or Institutional Program*

* 1 = Institutional Basic Education Program
2 = Institutional Vocational Education Program
3 = Institutional Special Education Program
4 = No Program
5 = Other (Specify)

Attachment N-2
(Page 3 of 3)

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ESEA Title I

Appendix O

EXTENDED DAY ATTENDANCE FORM

Instrument Description: Extended Day Attendance Form

Brief description of the instrument:

The instrument lists the names, grades, and attendance of students in the Extended Day Program at Sanchez Elementary school.

To whom was the instrument administered?

Information was collected for each Extended Day student.

How many times was the instrument administered?

Five times, once at the end of each of the first five six-weeks periods.

When was the instrument administered?

October, 1979; November, 1979; January, 1980; February, 1980; and April, 1980.

Where was the instrument administered?

ORE sent the attendance forms to Sanchez's Extended Day teachers where they were completed and returned.

Who administered the instrument?

The forms were completed by the Extended Day staff. (teachers or aides)

What training did the administrators have?

Instructions for completing the attendance forms were provided by the Office of Research and Evaluation.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None that are known.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

EXTENDED DAY ATTENDANCE FORM

Purpose

Information collected with the Extended Day Attendance Forms was used in answering the following decision and evaluation questions from the Title I Evaluation Design.

> Decision Question D5: Should the Title I Extended Day Component be continued, expanded, or revised? If so, how?
>
> > Evaluation Question D5-3: How cost effective was the Extended Day Component compared with the regular Title I program at Sanchez?
> >
> > Evaluation Question D5-5: Were the students served by the Extended Day Component also served by Title I teachers and/or aides during the regular school day?

The Extended Day Attendance Form was also used in partial fulfillment of requirements for Information Need I6.

Information Need I6: How many students participated in each Title I component by grade, sex, and ethnicity?

Procedure

At the end of each of the first five six-week periods, one of the Extended Day teachers at Sanchez was sent the Extended Day Attendance Form (Attachment O-1) and instructions for completing it. At the end of the first six weeks the teacher was asked to fill out the form completely. At the end of subsequent six week periods the form was sent to the teacher with the previously provided information typed on. All she was asked to do was to update enrollment information and add the days present and absent.

At the end of the school year, the information was coded and keypunched, so that the roster could be merged with the Title I master file.

Results

Evaluation Question D5-3: How cost effective was the Extended Day Component compared with the regular Title I program at Sanchez?

Figure 0-1 shows the average number of students served during each reporting period (six weeks for Extended Day, nine weeks for the regular Title I Program) for the two programs at Sanchez. Dividing the cost of the two programs by the number of students served, shows that the Extended Day Program cost slightly more than the regular Title I Program. Figure 0-2 provides a breakdown of the total costs used in these analyses.

Evaluation Question D5-5: Were the students served by the Extended Day Component also served by Title I teachers and/or aides during the regular school day?

The students served in the Extended Day Program were supposed to be Title I Eligible students who were not being served in the regular Title I program at Sanchez. Figure 0-3 shows that 19 of the 43 Extended Day participants show some evidence of overlap between the two programs.

What stands out most in Figure 0-3 is the spotty participation by many students. Only 15 students were served during all six weeks.

Information Need I16: How many students participated in each Title I Component by grade, sex, and ethnicity?

Figure 0-4 provides a breakdown of the Extended Day participants by grade, sex, and ethnicity.

Component	Average Number of Students Served per Each Six or Nine Week Period	Cost of Component	Cost per Student Served
Regular Title I Reading	231	$111,337.00	$481.00
Title I Extended Day	25.8	$ 13,840.00	$536.00

Figure O-1. COST PER STUDENT FOR TITLE I PROGRAM

Category	Expenditures Extended Day	 Regular Title I
Salaries, FICA, and Teacher Retirement	$13,840	$109,818
Reproduction	0	24
Supplies	0	1,495
Total	$13,840	$111,337

Figure O-2. BREAKDOWN OF EXPENDITURES FOR TITLE I PROGRAMS AT SANCHEZ ELEMENTARY.

Grade	Student No.	Number of Days in Extended Day Program by Six-Weeks 1st	2nd	3rd	4th	5th	Service by Regular Title I Program by Nine-Weeks* 1st	2nd	3rd
K	1	24	24	26	07	26	0	0	0
	2		17	25			1	1	1
	3	23	26	31	22	28	0	0	1
	4	17	23	22			0	0	0
	5	17	21	22			0	0	0
	6				22		0	0	0
	7	17	25	31	21	28	0	0	0
	8	08	21	28	11	17	0	0	0
1	9	07	22	21	17	24	0	1	0
	10	07	23	23	16	24	0	1	1
	11	04					0	1	0
	12	03					0	1	1
	13	24	26	27	12	22	0	1	1
	14	16	20	26	21	28	0	1	0
	15	23	16				0	0	0
2	16	04					0	0	0
	17	04					0	0	0
	18			01			1	1	1
	19	23	26	31	24	28	0	0	0
	20					14	0	0	0
	21			04	25	05	1	1	1
3	22	19	14	17	18	18	1	1	0
	23	24	24	26	25	24	1	0	0
	24					28	0	0	0
	25				04	14	1	1	1
	26					14	1	1	0
	27	24	24	26	27	23	1	1	0
	28	16	23	30	26	29	0	0	0
	29					14	0	0	0
4	30				04	04	0	0	0
	31	24	24	26	24	23	0	0	0
	32	23	16				1	0	0
5	33	20	15	27			0	1	0
	34		20	30	27	29	0	0	0
	35	24	24	29	23		0	0	1
	36		04	03			1	1	1
	37	17	09				0	1	1
	38		16	10			0	1	1
	39		04	03			0	1	1
	40	16	23	17			0	1	1
	41			07			0	1	0
	42	20	22	25	18	23	0	1	0
	43				14	21	0	0	0

* 1 = Served; 0 = Not Served.

Figure 0-3. ATTENDANCE RESULTS FOR EXTENDED DAY COMPONENT.

	Boys			Girls			
Grade	Black	Mexican American	Anglo & Other	Black	Mexican American	Anglo & Other	Total
K		4			4		8
1	1	3	1		2		7
2		2	1		2	1	6
3		5			3		8
4	1	1			1		3
5	1	2			7	1	11
Total	3	17	2		19	2	43

Figure O-4. BREAKDOWN OF EXTENDED DAY PARTICIPANTS BY GRADE, SEX, AND ETHNICITY.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

October 5, 1979

TO: Vicki Castellanos

FROM: David Doss, Title I Evaluator

SUBJECT: List of Extended Day Participants

As part of the evaluation of the Title I Extended Day Component, we need to know who the participants are and how frequently they attend Extended Day classes. Please provide the information requested on the form for each student who was enrolled in the Extended Day class on your campus at least one day during the first elementary six-week period which ends October 10, 1979. In completing the form use the following conventions:

a. list students' names with the last name first
b. do not use nicknames
c. code ethnicity according to these definitions

1 = American Indian - A person having origins in any of the orignial peoples of North America.

2 = Asian or Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, or Japan, Korea, the Philippine Islands, and Samoa.

3 = Black, not of Hispanic Origin - A person having origins in any of the black racial groups.

4 = Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish Culture or origin, regardless of race.

5 = White, not of Hispanic Origin - A person having origins in any of the original people of Europe, North Africa, the Middle East, or the Indian subcontinent.

d. Days absent and days present refer to Extended Day class.

Please return the completed form to the address below by October 15.

Kim Walker-Wheatley
Administration Building, Box 79

If you have any questions, please feel free to call me at 458-1228.

Approved: Jonathan Curtis
Senior Evaluator for Compensatory Education Programs

Approved: Freda M Holley
Director of Office of Research and Evaluation

DD:lfs

Enclosure

cc: Lee Laws
Oscar Cantu
Andrew Guerrero

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EXTENDED DAY ATTENDANCE FORM

Attachment 0-1
(Page 3 of 3)

Teacher: ______________________

School: ______________________ **Six Weeks:** ______________________

Name	AISD#	Grade	Ethnicity	Sex	Days Absent	Days Present

ESEA Title I

Appendix P

PAC RECORDS

Instrument Description: Parent Advisory Council Records

Brief description of the instrument:

The parent advisory council records included districtwide and local PAC attendance forms, and agendas. The information was gathered at PAC meetings.

To whom was the instrument administered?

Person attending PAC meetings filled in the attendance forms; agendas concerned those meetings.

How many times was the instrument administered?

Once at each PAC meeting.

When was the instrument administered?

During PAC meetings.

Where was the instrument administerad?

At sites of PAC meetings.

Who administered the instrument?

Community representatives or other local campus contact persons were responsible: a) for seeing that parents signed attendance forms; and b) for sending in an agenda for each meeting.

What training did the administrators have?

The needed information was discussed with community representatives and local campus contact persons at a meeting early in the school year.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

Department of Developmental Programs and Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

PARENTS ADVISORY COUNCIL RECORDS

Purpose

Information obtained from the Parent Advisory Council (PAC) Records, which included the Local and Districtwide PAC Attendance Forms and Agendas, was used to answer the following decision and evaluation questions from the 1979-80 Title I Evaluation Design.

Decision Question D6: Should the Title I Parental Involvement Component be continued, expanded, or revised? If so, how?

Evaluation Question D6-1: Were the objectives of the Parental Involvement Component met? The objectives were:

1) At least two parent training sessions for Districtwide PAC members, apart from or in conjunction with the Districtwide PAC meetings, will be held during the 1979-80 school year.

2) At least one parent from each Title I school will be trained.

3) A minimum of three staff development sessions or meetings will be held by the Title I/Title I Migrant Parental Involvement Specialist for community representatives and/or campus parental involvement contact persons.

4) At least two parent training sessions apart from or in conjunction with Local PAC meetings, will be held on Title I campuses during the 1979-80 school year.

5) At least 10 parents will be trained on each campus.

Evaluation Question D6-2: Did attendance at Districtwide and Local PAC meetings improve over the 1979-80 school year?

Evaluation Question D6-3: Did representatives of the non-public schools attend Districtwide PAC meetings?

Evaluation Question D6-4: How many Districtwide and Local PAC meetings were held between July 1, 1979, and April 30, 1980.

Evaluation Question D6-5: Was parent training provided in the areas most frequently requested by the Title I parents?

The PAC records were also used in partial fulfillment of the requirements for Information Need I8.

Information Need I8: Did the Title I program meet its objectives?

Procedure

The legislation creating Title I requires that each participating school within a project must *elect* at least eight persons to serve as the school's Title I Parent Advisory Council (PAC). In order to monitor the establishment of PAC's, several kinds of records were collected by Title I Evaluation. Attachments P-1 through P-3 and the paragraphs below describe these documents.

The first form, the Basic PAC Information Form, was developed by ORE with the advice of Title I staff. It was sent to principals of Title I schools by the Title I/Migrant Parental Involvement Specialist. The forms were developed to provide documentation that PAC's had been established at each school. They were completed by the school, signed by the principal, and returned to the Parental Involvement Office.

At each local PAC meeting and/or parent training session, participating parents, guests, and staff members were asked to sign an attendance roster. Each school had a community representative or parental involvement contact person appointed by the principal. It was their responsibility to see that all participants signed the sheets. They were also responsible for seeing that copies of the attendance forms, the meeting agenda, and minutes were sent to the Title I Parental Involvement Specialist.

At the districtwide level, the Title I/Migrant Parental Involvement Specialist was responsible for getting copies of the meeting agendas and minutes and for collecting parent signatures.

Periodically the information gathered by the Title I Parental Involvement Specialist was sent ot ORE. Those records formed the bases for this appendix. During the week of May 19th, a Title I evaluation assistant prepared a list of PAC records received by that time. She provided the list to the Title I Parental Involvement Specialist with the request that any additional records be forwarded to ORE by May 26th. This appendix reports on all material received through May 28th. The Title I Parental Involvement Specialist indicated to the project evaluator that additional meetings were held; however, some campus contact persons did not send in complete records.

The number of meetings and the number of parents in attendance was tallied by hand. The meeting agendas and minutes were examined to determine which were PAC meetings and which were parent training sessions or both. Attachments P-1 and P-3 are copies of memos which set out the definitions used to distinguish between the types of meetings. Those definitions are ambiguous. In addition, the signatures of the parents often do not reproduce well, making unduplicated counts difficult to obtain reliably. For these reasons, the results reported in this appendix are probably not as reliable as those found in other parts of this report.

Results

The results will be discussed in terms of the relevant evaluation questions.

Evaluation Question D6-1: Were the objectives of the Parental Involvement Component met? These objectives were:

> At least two parent training sessions for Districtwide PAC members, apart from or in conjunction with the Districtwide PAC meetings, will be held during the 1979-80 school year.
>
> At least one parent from each Title I school will be trained.
>
> A minimum of three staff development sessions or meetings will be held by the Title I/Title I Migrant Parental Involvement Specialist for community representatives and/or campus parental involvement contact persons.
>
> At least two parent training sessions apart from or in conjunction with Local PAC meetings, will be held on Title I campuses during the 1979-80 school year.
>
> At least 10 parents will be trained on each campus.

According to copies of meeting minutes and agendas received by ORE prior to May 29th, seven Districtwide PAC meetings were held at which parents received training. Moreover, two Districtwide PAC Workshops were held. The first objective was met. However, the second objective of training one parent from each school was not met. Four of the 25 Title I schools did not have anyone in attendance. Altogether 77 parents (unduplicated count) attended training sessions (see Figure P-1).

The objective concerning the staff development sessions for community representatives and/or campus contact persons was met. The three sessions were held in August, September, and March of the 1979-80 school year with a total of 26 (unduplicated) community representatives and campus contact persons attending. Figure P-2 shows how many campus contact persons and community representatives attended each session. The total given is an (unduplicated) count across all sessions. While three sessions were held, only one provided training for a significant number of persons.

The third objective, that each campus would hold two parent training sessions, was not met. Figure P-3 shows that two campuses had fewer than two parent-training sessions.

Neither was the objective that 10 parents would be trained on each campus met. Again, two campuses fell short of the required number.

The presence of a Title I community representative on the campus (Brown, Oak Springs, Ortega, and Rosedale) did not seem to contribute greatly to the number of training sessions held or the number of parents trained. On the average the schools with community representatives held 3.25 meetings and trained 21.5 parents, while on the other 21 campuses, an average of 3.14 meetings were held and 22.4 parents were trained.

Evaluation Question D6-2: Did attendance at Districtwide and Local PAC meetings improve over the 1978-79 school year?

The total attendance for 1979-80 at Districtwide PAC meetings dropped from the total attendance for 1978-79. As Figure P-4 illustrates, the number of PAC representatives in attendance at the meetings dropped, while attendance by other persons increased slightly.

The attendance at Local PAC meetings cannot be compared with the attendance for 1978-79 at Local PAC meetings. The 1978-79 records were no longer readily available in ORE, and a similar breakdown and comparison was not possible.

Evaluation Question D6-3: Did representatives of nonpublic schools attend Districtwide PAC meetings?

Representatives of nonpublic schools attended Districtwide PAC meetings. Figure P-5 shows how many representatives from nonpublic schools with Title I programs were present at each meeting.

Evaluation Question D6-4: How many Districtwide and Local PAC meetings were held between July 1, 1979, and April 30, 1980?

Basic PAC Information Forms returned to ORE showed that 24 of the 25 schools elected PAC officers. A total of 75 local PAC meetings were held between the above dates.

In addition to the Local PAC meetings, eight Districtwide meetings were held during the same period (see Figure P-5).

Figure P-6 shows the months and locations of the local meetings. A large number of meetings were held in October and November. After that, the frequency decreased. The total number of local PAC meetings (75) decreased slightly from last year when 84 meetings were held.

SCHOOL	NUMBER OF PARENTS RECEIVING TRAINING
Allison	5
Becker	1
Blackshear	7
Brooke	4
Brown	5
Brentwood	0
Campbell	1
Dawson	6
Govalle	3
Maplewood	3
Mathews	0
Metz	5
Norman	4
Oak Springs	2
Ortega	1
Pecan Springs	2
Pleasant Hill	1
Reilly	0
Ridgetop	0
Rosedale	4
Rosewood	1
St. Elmo	2
Sanchez	2
Sims	2
Zavala	1
Other or Unknown	15
TOTAL	77

Figure P-1. PARENTS RECEIVING TRAINING AT DISTRICTWIDE PAC MEETINGS OR WORKSHOPS.

PERSONS	STAFF DEVELOPMENT DATES August 15	 September 4	 March 25	TOTAL
Community Representatives	0	0	4	4
Campus Contact Persons	3	19	1	22

Figure P-2. ATTENDANCE AT PAC STAFF DEVELOPMENT SESSIONS

SCHOOL	NUMBER OF TRAINING SESSIONS	NUMBER OF PARENTS TRAINED
Allison	4	13
Becker	2	9
Blackshear	4	14
Brooke	3	12
Brown	4	17
Brentwood	3	14
Campbell	2	14
Dawson	3	41
Govalle	5	36
Maplewood	3	15
Mathews	1	2
Metz	7	56
Norman	4	16
Oak Springs	3	19
Ortega	2	30
Pecan Springs	2	15
Pleasant Hill	3	41
Reilly	1	11
Ridgetop	2	23
Rosedale	4	20
Rosewood	3	10
Sanchez	4	11
Sims	3	28
St. Elmo	4	53
Zavala	3	33
TOTAL	79	553

Figure P-3. NUMBER OF TRAINING SESSIONS AND PARENTS TRAINED.

YEAR	PAC REPRESENTATIVES	OTHER PARENTS	STAFF	GUESTS	TOTAL
78-79	109	33	152	17	311
79-80	54	36	158	20	268

Figure P-4. BREAKDOWN AND COMPARISON OF ATTENDANCE AT DISTRICTWIDE PAC MEETINGS.

DATE	NUMBER OF NONPUBLIC REPRESENTATIVES	TOTAL NUMBER OF PARENTS ATTENDING	PERCENTAGE OF TOTAL
August	0	2	0
September	0	7	0
October	1	24	4
November	1	18	6
January	1	34	3
February	0	4	0
March	2	13	15
April	0	7	0

Figure P-5. NUMBER OF NONPUBLIC REPRESENTATIVES IN ATTENDANCE AT DISTRICTWIDE PAC MEETING.

SCHOOL	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	TOTAL
Allison		2	X				X		4
Becker		X							1
Blackshear	X	X	X		X		X		5
Brooke	X	X	X						3
Brown	X	X							2
Brentwood		X	X		X				3
Campbell		X			X				2
Dawson		X		X			X		3
Govalle		X	X		X	X			4
Maplewood		X	X			X			3
Mathews			X						1
Metz	X	X	X			X	X	X	6
Norman		X	X		X			X	4
Oak Springs		X	X			X			3
Ortega		X	X						2
Pecan Springs			X	X					2
Pleasant Hill		X	X			X			3
Reilly		X							1
Ridgetop		X	X						2
Rosedale	X		X		X				3
Rosewood		X	X		X				3
Sanchez		X	X		X			X	4
Sims		X	X			X			3
St. Elmo		X			X	X		X	4
Zavala	X		X	X		X			4
TOTAL	6	22	19	3	9	8	4	4	75

Figure P-6. MONTHS AND LOCATIONS OF PAC MEETINGS.

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Attachment P-1
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AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

August 16, 1979

TO: Lee Laws and Alicia Talamantez

FROM: David Doss DD

SUBJECT: Parental Involvement

This memo is to share with you my understanding of the issues we agreed upon at our meeting last week. If you disagree with anything below, let me know. Otherwise the procedures, definitions, etc. will be the ones used in evaluating the Parental Involvement Component.

Objectives and Component Narrative

1. The first objective will be modified to read as follows:

    > At least two parent-training sessions for Districtwide PAC members, apart from or in conjunction with the Districtwide PAC meetings, will be held during the 1979-80 school year.

2. Part (a) of the third objective will read as follows:

    > (a) At least two parent-training sessions, apart from or in conjunction with local PAC meetings, will be held on each Title I campus during the 1979-80 school year.

3. Part (b) of the third objective will read as follows:

    > (b) At least 10 parents will be trained on each campus.

Campus Training Sessions vs. PAC Meetings

1. At the local campus level, only those parent-training sessions organized by the Title I community representatives on campus contact persons will be counted.

2. Parent-training sessions may be held at the time of local PAC meetings or separately. The determination of whether or not a meeting is considered to involve parent training will be based on the meeting agenda.

Items such as the following are considered regular PAC business and do not qualify the meeting as a parent-training session.

a. Review of Title I Application.
b. Review of Title I regulations.
c. Review of Title I budget.
d. Election of PAC officers.
e. Reports from Districtwide PAC meetings.
f. Evaluation reports.
g. Distribution of required information (Title I law, regulations, etc.).

Presentations such as the following would be considered parent-training.

a. An in-depth presentation about one Title I component.
b. A presentation on topic of interest to the parents such as the following:

- how to help their children with reading
- discipline
- what is Title I?
- a description of the schools Title I program

If parent-training sessions are held separately from PAC meetings at either level, we will need a description and list of parents who attended.

Record Keeping

A form (with instructions) for documenting the establishment of local campus PAC's is attached for your review. This form or a modified version will be sent to each principal by the Parental Involvement Specialist. Copies of the returned form will be sent to ORE.

In addition, we will receive copies of the following for each PAC meeting.

Local Meetings

a. Agenda.
b. Minutes.
c. Roster of persons attending meeting: On new form which will have PAC members names typed on as well as their signatures.

Districtwide Meetings

a. Agenda.
b. Minutes.
c. Roster of persons attending meeting: Also a modified form with names of PAC members typed as well as signatures.

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A set of records for each Title I PAC meeting should be sent to Kim Walker-Wheatly at ORE. Also, a set should be sent to Patsy Totusek for each meeting at a school with a Migrant teacher.

I think I have covered the important points from the meeting. Please let me know if I have omitted anything.

Approved: Jonathan Curtis
Senior Evaluator for Compensatory Education Programs

Approved: Freda Holley
Director of Office of Research and Evaluation

DD:lfs

cc: Patsy Totusek
Oscar Cantu

INSTRUCTIONS FOR COMPLETING THE BASIC PAC INFORMATION FORM

The person completing the BASIC PAC INFORMATION FORM should write the names of elected members, officers, and representatives in the proper places. It is important that addresses of these persons also be written on the form.

In addition, if the PAC member, officer, or representative is the parent of a student attending the school, the I.D. number of that child should be written into the proper space. Since PAC members are not required to be parents of students in the school, it is possible that the space may be blank in some cases. However, if the PAC member is a parent, it is imperative that I.D. number space be completed. If the parent has more than one Title I child, then only one I.D. number needs to be listed.

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Attachment P-1
(Page 5 of 5)

BASIC PAC INFORMATION

This is to certify that Title I Parent Advisory Council members for ________________________ School were elected at a local PAC meeting held on ______________________________________.

The members, officers, and districtwide representatives for this school are listed below.

Members

Name (Last, First)	Address	I.D.#

Officers

Chairperson:

Co-Chairperson:

Co-Chairperson:

Secretary:

Parliamentarian:

Districtwide PAC Representatives

____

____

____

____

Date

Principal's Signature

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Attachment P-2
(Page 1 of 3)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

August 28, 1979

TO: Lee Laws and Alicia Talamantez

FROM: David Doss

SUBJECT: Revisions to Basic PAC Information Form

Attached is a revised version of the Basic PAC Information Form. We have made the following changes:

a. We added a Title I/Migrant designation to both the PAC member list and the Districtwide PAC representative list.

b. We added phone number columns to both of the above lists.

c. We modified the instructions to reflect these changes.

If is my understanding that if these changes are satisfactory, Alicia will send these forms to the campuses for their use (by placing them in the campus contact persons' packets for the meeting on September 4).

If there are any problems with these forms, let me know.

Approved: Jonathan Curtis
Senior Evaluator for Compensatory Education Programs

Approved: Freda M. Holley by G.L.
Director of Office of Research and Evaluation

DD:lfs

cc: Oscar Cantu

INSTRUCTIONS FOR COMPLETING THE BASIC PAC INFORMATION FORM

Complete the attached form according to the instructions below. Return the completed form to Alicia Talamantez at Kealing.

NAME, ADDRESS, PHONE

Write in the names of the elected members, officers, and districtwide representatives in the proper spaces. It is important that the phone numbers and addresses of these persons be included on the form.

TITLE I OR MIGRANT STATUS

If the PAC member is a parent of a Title I or Title I Migrant student, then this should be designated on the form by wirting "TI" or "TIM" under the heading "TI or M Status." PAC members who are not parents of Title I or Migrant students should indicate that by placing an "N" in the space.

I.D. NUMBER

If the PAC member, officer, or representative is the parent of a student attending the school, the I.D. number of that child should be written into the proper space. Since PAC members are not required to be parents of students in the school, it is possible that the space may be blank in some cases. However, if the PAC member is a parent, it is imperative that the I.D. number space be completed. If the parent has more than one Title I or Migrant child, only one I.D. number needs to be listed.

The example below shows that Wanda Washington is the parent of a Title I student; Raul Contreras is the parent of a Migrant student; and Kim Walker is not a parent:

MEMBER

Name (Last, First)	Address	TI or M Status?	I.D.#	Phone
Washington, Wanda	1923 FairMeadow	TI	8623298	454-2111
Contreras, Raul	6219B Hazlett St.	TIM	3256429	472-9113
Walker, Kim	1034 Oak Springs Dr.	N		451-2935

BASIC PAC INFORMATION

This is to certify that Title I PAC members of ________________ School. were elected at a local PAC meeting held on ________________________.

The members, officers, and districtwide representatives for this school are listed below. (Please print or type.)

MEMBERS

Name (Last, First)	Address	TI or M Status?	I.D.#	Phone

OFFICERS

Chairperson: ____________________

Co-Chairperson: ____________________

Secretary: ____________________

Parliamentarian: ____________________

DISTRICTWIDE PAC REPRESENTATIVES

Name (Last, First)	Address	TI or M Status?	I.D.#	Phone

________________________ ________________________
Date Principal's Signature

Attachment P-3
(Page 1 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

September 17, 1979

TO: Title I Contact Persons For Parental Involvement

FROM: David Doss

SUBJECT: Definitions Used in the Evaluation

I believe you have recently received a copy of the objectives for the Title I Parental Involvement Program from Alicia Talamantez. Those objectives outline the core of what the evaluation will be examining this year as far as parental involvement is concerned.

I would like to share with you some "understandings" that Lee Laws, Alicia, and I worked out to help clarify exactly what the evaluation will use in determining what *is* and what *is not* a parent-training session. The understandings are included on the attached page.

As you can see, the minutes and agendas are crucial to an accurate evaluation of this component. Please make an effort to see that these documents clearly relate the type of activities which occur at your meetings.

If you have any questions about the attached agreements, please call me at 458-1228.

Approved: Jonathan Curtis
Senior Evaluator for Compensatory Education Programs

Approved: Freda M Holley
Director of Office of Research and Evaluation

Approved: M C Borden
Director of Elementary Education

DD:lfs

cc: Lee Laws
Alicia Talamantez
Title I Reading Coordinators
Title I Principals

Attachment P-3
(Page 2 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

"UNDERSTANDINGS" CONCERNING PARENT TRAINING

1. At the local campus level, only those parent-training sessions organized by the Title I community representatives or campus contact persons will be counted.

2. Parent-training sessions may be held at the time of local PAC meetings or separately. The determination of whether or not a meeting is considered to involve parent training will be based on the meeting agenda and minutes.

   Items such as the following are considered regular PAC business and do not qualify the meeting as a parent-training session.

   a. Review of Title I Application.
   b. Review of Title I regulations.
   c. Review of Title I budget.
   d. Election of PAC officers.
   e. Reports from Districtwide PAC meetings.
   f. Evaluation reports.
   g. Distribution of required information (Title I law, regulations, etc.).

Presentations such as the following would be considered parent-training.

a. An in-depth presentation about one Title I component.
b. A presentation on a topic of interest to the parents such as the following:
   - how to help their children with reading
   - discipline
   - what is Title I?
   - a description of the school's Title I program

If parent-training sessions are held separately from PAC meetings at either level, we will need a description and list of parents who attended.

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ESEA Title I

Appendix Q

PAC PLANNING FORM

Instrument Description: PAC Planning Form

Brief description of the instrument:

A twenty-one item checklist divided into three categories was used to poll local PAC parents on their preferences of topics for lecture and discussion or discussion and demonstration during PAC training sessions.

To whom was the instrument administered?

Parents attending local and districtwide PAC meetings.

How many times was the instrument administered?

Once.

When was the instrument administered?

PAC Planning Forms were passed out to parents during the meetings early in the 1979-80 school year.

Where was the instrument administered?

At the local PAC sites and at a Districtwide PAC meeting.

Who administered the instrument?

The community representatives or contact persons made the sheets available at the meetings.

What training did the administrators have?

Instructions were provided to community representatives and campus contact persons by the Office of Research and Evaluation.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

The results from one campus were not clearly understandable and were discarded.

Who developed the instrument?

Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

PARENT ADVISORY COUNCIL PLANNING FORM

Purpose

Information derived from the PAC Planning Form was used to answer the following decision and evaluation questions from the Title I Evaluation Design for 1979-80.

> Decision Question D6: Should the Title I Parental Involvement Component be continued, expanded, or revised? If so, how?
>
> > Evaluation Question D6-5: Was parent training provided in the areas most frequently requested by the Title I parents?

Procedure

Title I and Title I Migrant parental involvement staff were sent a memo and copies of a two-part checklist (Attachment Q-1) by the Office of Research and Evaluation during September, 1979. They were sent two versions of the checklist. One was for use by the parents; the other was for the community representatives and campus contact persons.

The parents were asked during an early local Parent Advisory Council (PAC) meeting to use their form to indicate the five topics which they would prefer to learn about at PAC meetings or parent training sessions. They were encouraged to add any additional topics in which they also had a high interest.

The other form was used by the campus contact persons for parental involvement for reporting the results to ORE. They were to tally the results and write the total number endorsing each item in the blank next to the item. Then they were to transfer any other suggestions to the reporting form and send it to ORE.

The forms were also given to parents attending a meeting of the Districtwide PAC. Their responses were used in planning districtwide training sessions.

The results were tallied by hand by a Title I evaluation assistant for local PAC meetings and districtwide PAC meetings separately. Altogether, 21 campuses returned PAC Planning Forms. The form from one of these schools were not clearly used and was excluded from the analyses reported below.

Results

Figure Q-1 shows the results from local PAC meetings. The number to the left of each item is the number of parents who indicated a desire to have training in that area. Figure Q-2 ranks the items by the number of parents who endorsed them. As the figure shows, the items fell into three groups.

One item (1k. Helping your children with reading at home) was clearly more popular than any of the others. Four more items had endorsement levels well below item 1k but somewhat above the remaining 16. Figure Q-3 shows the items added to the list by the parents.

Figure Q-4 shows topics addressed at local campus PAC meetings ranked by the frequency of their occurrence.

Those topics most often requested tended to be those most often addressed. The exceptions being handling discipline at home and desegregation. Desegregation became a topic during the year when the District agreed to implement a desegregation plan in the fall of 1980. Desegregation and related topics became popular subjects for local PAC meetings. It appears that the Title I Program did a good job of providing training sessions in the areas of interest specified by the parents. The program also had the flexibility to address the topic of desegregation when it became important to the parents.

Figure Q-5 shows the frequency with which parents endorsed each planning form item at the Districtwide PAC level. Figure Q-6 shows the items ranked by popularity. A number of presentations were made at the districtwide meetings during the year. In addition, a parent training workshop was held. Figure Q-7 lists the topics covered at districtwide meetings during the year. As at the local level, topics of interest to the parents were addressed at the districtwide meeting.

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

PAC PLANNING FORM

This form was developed for use by Title I/Migrant Parent Advisory Councils in planning parent-training programs. The results may also be used in the evaluations of these programs.

Circle the five topics in which you are most interested.

NUMBER OF PARENTS RESPONDING ______

1. School Topics

42	a.	Kindergarten
52	b.	Teacher Conferences
40	c.	Report Cards
83	d.	Achievement Testing
26	e.	AISD Graduation Requirement
88	f.	Title I Results
27	g.	Title I Migrant Results
33	h.	AISD Discipline Policy
22	i.	Who's Who in AISD
88	j.	Helping your very young children prepare for school.
149	k.	Helping your children with reading at home.
78	l.	Handling discipline problems at home.

2. Health-Related Topics

25	a.	Migrant Health and Clothing Services
44	b.	Nutrition
17	c.	Immunization
36	d.	Drug Abuse
38	e.	Teenage Problems

3. Community Resources and Consumer Topics

38	a.	Community Resources (Clothing, medicine, nutrition, health care, etc.)
12	b.	Credit Problems
7	c.	Home Rental Problems
47	d.	Programs at Community Schools

Use the space below to suggest other topics in which you would like to receive training. If you need more room, use the other side of this sheet.

Figure Q-1. NUMBER OF PARENTS ENDORSING EACH ITEM: LOCAL CAMPUS PAC MEETINGS.

Rank	Number Endorsing		Item
1	149	1k.	Helping your children with reading at home
2	88	1f.	Title I Results
2	88	1j.	Helping your very young children prepare for school
4	83	1d.	Achievement Testing
5	78	1e.	AISD Graduation Requirement
6	52	1b.	Teacher Conferences
7	47	3d.	Programs at Community Schools
8	44	2b.	Nutrition
9	42	1a.	Kindergarten
10	40	1c.	Report Cards
11	38	2e.	Teenage Problems
11	38	3a.	Community Resources (Clothing, medicine, nutrition, health care, etc.)
13	36	2d.	Drug Abuse
14	33	1h.	AISD Discipline Policy
15	27	1g.	Title I Migrant Results
16	26	1e.	AISD Graduaction Requirement
17	25	2a.	Migrant Health and Clothing Services
18	22	1i.	Who's Who in AISD
19	17	2c.	Immunization
20	12	3b.	Credit Problems
21	7	3c.	Home Rental Problems

Figure Q-2. PLANNING FORM ITEMS RANKED BY POPULARITY: LOCAL PAC MEETINGS.

OTHER SUGGESTED TOPICS

- Organizational analysis of AISD.
- Technical assistance from AISD for Title I schools.
- How a child can relate to changes in the home, where it won't effect school work.
- Traffic in front of school.
- Procedure for choking.
- How to get a child to stay at school when she doesn't want to go. Remaining calm while explaining.
- Single working parent.
- What I should do after I have talked to the teacher of my child when she is unhappy. Who should I talk to about this?
- How children are encouraged to interact with other children and teachers.
- Boehm testing and how it is used with kindergarten children.
- How are health problems handled in school?
- Recess.
- Ways to help children at home besides reading.

Figure Q-3. OTHER SUGGESTED TOPICS: LOCAL PAC MEETINGS.

Rank	Number of Sessions	Topic
1	21	Helping your children with reading at home.
2	9	Title I Results.
3	9	Desegregation.
4	7	What is PAC.
5	5	Title I/Title I Migrant Programs after Desegregation.
6	4	Helping your very young children prepare for school.
7	3	Achievement Testing.
8	2	Title I Migrant Results.
9	1	Teacher Conferences.
9	1	Programs at Community Schools.
9	1	"It's working for us (Filmstrip)."
9	1	Strategies for Discipline.

Figure Q-4. TOPICS AT PARENT TRAINING SESSIONS AND THEIR FREQUENCY.

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AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

PAC PLANNING FORM

This form was developed for use by Title I/Migrant Parent Advisory Councils in planning parent-training programs. The results may also be used in the evaluations of these programs.

Circle the five topics in which you are most interested.

NUMBER OF PARENTS RESPONDING ______

	1. School Topics
7	a. Kindergarten
4	b. Teacher Conferences
4	c. Report Cards
6	d. Achievement Testing
4	e. AISD Graduation Requirement
9	f. Title I Results
1	g. Title I Migrant Results
1	h. AISD Discipline Policy
2	i. Who's Who in AISD
6	j. Helping your very young children prepare for school.
14	k. Helping your children with reading at home.
11	l. Handling discipline problems at home.
	2. Health-Related Topics
6	a. Migrant Health and Clothing Services
6	b. Nutrition
	c. Immunization
5	d. Drug Abuse
6	e. Teenage Problems
	3. Community Resources and Consumer Topics
6	a. Community Resources (Clothing, medicine, nutrition, health care, etc.)
3	b. Credit Problems
2	c. Home Rental Problems
7	d. Programs at Community Schools

Use the space below to suggest other topics in which you would like to receive training. If you need more room, use the other side of this sheet.

Figure Q-5. NUMBER OF PARENTS ENDORSING EACH ITEM: DISTRICTWIDE PAC MEETING.

Rank	Number Endorsing		Item
1	14	1k.	Helping your children with reading at home.
2	11	1l.	Handling discipline problems at home.
3	9	1f.	Title I Results.
4	7	1a.	Kindergarten.
4	7	3d.	Programs at Community Schools.
6	6	1d.	Achievement Testing.
6	6	1j.	Helping your very young children prepare for school.
6	6	2a.	Migrant Health and Clothing Services.
6	6	2b.	Nutrition.
6	6	2e.	Teenage Problems.
6	6	3a.	Community Resources (Clothing, medicine, nutrition, health care, etc.).
12	5	2d.	Drug Abuse.
13	4	1b.	Teacher Conferences.
13	4	1c.	Report Cards.
13	4	1e.	AISD Graduation Requirement.
16	3	3b.	Credit Problems.
17	2	1i.	Who's Who in AISD.
17	2	3c.	Home Rental Problems.
19	1	1g.	Title I Migrant Results.
19	1	1h.	AISD Graduation Requirement.
21	0	2c.	Immunization.

Figure Q-6. PLANNING FORM ITEMS RANKED BY POPULARITY: DISTRICTWIDE PAC MEETING.

DISTRICTWIDE PAC TRAINING TOPICS DURING THE 1979-80 SCHOOL YEAR

Description of Sessions

What Is Title I

Title I Evaluation Results

Title I Migrant Evaluation Results

Districtwide PAC Workshop

a. Early Childhood
b. Title I Reading
c. Counseling and Guidance
d. ORE
e. Nonpublic Schools
f. Parental Involvement
g. The Way We Get Our Funds
h. Extended Day
i. Title I Migrant Instructional Program
j. Supportive Services

Helping Your Children With Reading at Home

Title I/Title I Migrant Programs After Desegregation

Helping Your Child to Deal With Desegregation

The Early Childhood Education Program

Guidance for our Children in Viewing Television Programs

Achievement Testing

Handling Discipline Problems at Home

AISD Discipline Policy

Figure Q-7. TOPICS ADDRESSED AT DISTRICTWIDE PAC MEETINGS.

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Attachment Q-1
(Page 1 of 3)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

September 7, 1979

TO: Title I/Migrant Parental Involvement Contact Persons

FROM: David Doss DD and Patsy Totusek PT

SUBJECT: Use of PAC Planning Form

As you will recall from the recent meeting you attended on parental involvement, the federal government and TEA now require that Title I and migrant parents must be involved in the planning of the parent training they receive at the local and district levels. Not only is this required, but it is also desirable. The attached form was developed to assist you in involving parents on your campus.

To use the enclosed forms, distribute them to parents at one of your first PAC meetings. Ask them to circle the five areas which interest them most. Note the space at the bottom of the page for additional suggestions. You should stress the importance of using this space for making suggestions about topics of specific interest to parents at your school. While the parents are completing the form, make it clear that they are not to write their names on the forms; their responses are to be anonymous.

After the forms have been completed, count the number of parents who have circled each item and list the additional suggested items. The results can then be used to plan training in the topics of greatest interest.

We also need to know the results for use in the evaluations of these programs. Use the blue copy to send us the results. Record the number of parents who circled each topic in the space beside each topic. Also list the additional suggestions and give us the total number of parents who completed the form. Send the results to the following address through the school mail:

Kimberly Walker-Wheatley
Admin. Bldg., Box 79

If you have any questions, please give one of us a call at 458-1228.

Approved: Jonathan Curtis
Senior Evaluator for Compensatory Education Programs

Approved: Freda M Holley
Director of Office of Research and Evaluation

DD:PT:lfs

cc: Principals with Title I/Migrant PAC's | Lee Laws | Alicia Talamantez
Oscar Cantu | Jose Mata

Attachment Q-1
(Page 2 of 3)

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

PAC PLANNING FORM

This form was developed for use by Title I/Migrant Parent Advisory Councils in planning parent-training programs. The results may also be used in the evaluations of these programs.

Circle the five topics in which you are most interested.

1. School Topics
   - a. Kindergarten
   - b. Teacher Conferences
   - c. Report Cards
   - d. Achievement Testing
   - e. AISD Graduation Requirement
   - f. Title I Results
   - g. Title I Migrant Results
   - h. AISD Discipline Policy
   - i. Who's Who in AISD
   - j. Helping your very young children prepare for school.
   - k. Helping your children with reading at home.
   - l. Handling discipline problems at home.
2. Health-Related Topics
   - a. Migrant Health and Clothing Services
   - b. Nutrition
   - c. Immunization
   - d. Drug Abuse
   - e. Teenage Problems
3. Community Resources and Consumer Topics
   - a. Community Resources (Clothing, medicine, nutrition, health care, etc.)
   - b. Credit Problems
   - c. Home Rental Problems
   - d. Programs at Community Schools

Use the space below to suggest other topics in which you would like to receive training. If you need more room, use the other side of this sheet.

AUSTIN INDEPENDENT SCHOOL DISTRICT
Office of Research and Evaluation

PAC PLANNING FORM

This form was developed for use by Title I/Migrant Parent Advisory Councils in planning parent-training programs. The results may also be used in the evaluations of these programs.

Circle the five topics in which you are most interested.

NUMBER OF PARENTS RESPONDING ______

1. School Topics

____ a. Kindergarten

____ b. Teacher Conferences

____ c. Report Cards

____ d. Achievement Testing

____ e. AISD Graduation Requirement

____ f. Title I Results

____ g. Title I Migrant Results

____ h. AISD Discipline Policy

____ i. Who's Who in AISD

____ j. Helping your very young children prepare for school.

____ k. Helping your children with reading at home.

____ l. Handling discipline problems at home.

2. Health-Related Topics

____ a. Migrant Health and Clothing Services

____ b. Nutrition

____ c. Immunization

____ d. Drug Abuse

____ e. Teenage Problems

3. Community Resources and Consumer Topics

____ a. Community Resources (Clothing, medicine, nutrition, health care, etc.)

____ b. Credit Problems

____ c. Home Rental Problems

____ d. Programs at Community Schools

Use the space below to suggest other topics in which you would like to receive training. If you need more room, use the other side of this sheet.

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